DOCUMENT RESUME

ED 228 905 HE 015 903

AUTHOR Beasley, V. J.
TITLE The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
INSTITUTION Flinders Univ. of South Australia, Bedford Park (Australia).
REPORT NO ISBN-0-7258-0209-X
PUB DATE Oct 82
NOTE 95p.
AVAILABLE FROM The Flinders University of South Australia, Bedford Park, 5042, South Australia ($6.00).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Case Studies; Dormitories; Foreign Countries; Guidelines; Helping Relationship; Higher Education; *Needs Assessment; On Campus Students; *Participative Decision Making; *Peer Influence; Program Improvement; Research Methodology; *Resident Assistants; *Tutoring; Tutors
IDENTIFIERS *Flinders University of South Australia

ABSTRACT

The tutor system within a university hall of residence at Flinders University of South Australia and a method of inquiry used to study the system are examined. Interviews with residence hall tutors revealed four concerns: the need for guidelines, the nature of academic tutoring, pastoral care and its implications, and communication channels within the residence hall. Transcripts of the interviews were distributed to participants and group meetings with tutors and others were held to discuss possible solutions to problems and to develop action plans. Throughout these meetings there were valuable discussions but no clear plan of action emerged. Tutors were again interviewed individually and a report was prepared based on their perceptions of the tutoring system. Meetings were also held to discuss the draft guidelines for tutors. The interview questions and responses and transcriptions of meetings are presented, along with the guidelines. The discussions cover the various roles of the tutor, including academic tutoring, one-to-one tutoring, group tutoring, social activities in the hall, pastoral care, supervision, and administrative responsibilities. Views on the action research model that was followed are also included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED22890

THE DEVELOPMENT OF A TUTOR PROGRAMME IN A UNIVERSITY HALL OF RESIDENCE - A CASE STUDY

by

V.J. BEASLEY
Transition Counsellor
Flinders University of South Australia

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. J. Beasley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 015 903

Adelaide
October, 1982

National Library of Australia card number and ISBN

ISBN 0 7258 0209 X

PRINTED IN

THE FLINDERS UNIVERSITY RELATIONS UNIT

To Bev

Preface

There has been enthusiasm for the concept of a tutorial programme within the Hall, and a corresponding lack of clarity as to what form such a programme should take. Where there is an established tradition, there is little need to be explicit about individuals' role and function. With no such advantage, the tutors and I set out to establish a programme that would suit this Hall.

This study represents an attempt to develop a working programme rapidly, and to provide a set of guidelines as a foundation for future generations.

The process whereby a group achieves rapid change while maintaining agreement on major issues requires not only that individuals involved are willing to make a system work but that there is a person available with skills to keep the group working together over some months. Vic Beasley provided these skills for our programme, and I would like to thank him for his contribution to University Hall.

As a case study, this enquiry provides insights into the process by which groups of people can look critically at their existing practices and develop more effective ways of working. The detailed description of this particular enquiry provides specific practical suggestions and theoretical propositions which will be of interest to anyone wanting to be involved in similar developmental programmes.

G.D. Wright
Acting Dean,
University Hall

October, 1982

* * * * *

Participants

Acting Dean:

G.D. Wright

Tutors:

M.J. Brennan
I.K. Carney
I.J. Douglas-Irving
M. Fenech
A.M. Garvie
I. Graham
E.M. Irons
M.M. O'Faherty
M.R. O'Faherty
A.C. Stuart
K.N. White

Researcher/Facilitator:

V.J. Beasley

Typing and Layout:

I. Davis

Contents

		Page
	INTRODUCTION	1
	ORIGINS OF THIS CASE STUDY	2
	ACTION-BASED RESEARCH	2
	THE PRESENT STUDY	5
	REFERENCES	6
CHAPTER 1	- THE RECONNAISSANCE	7
	An Enquiry Into the Tutor System in University Hall - First Interim Report	8
CHAPTER 2	- EMERGENCE OF A PLAN OF ACTION	22
	Report of the First Group Meeting	22
CHAPTER 3	- WIDENING THE NET	30
	An Enquiry Into the Tutor System in University Hall - Second Interim Report	31
	Tutoring in Flinders University Hall - Guidelines	46
CHAPTER 4	- ARE WE READY TO ACT?	51
	Report of Group Meeting held on Monday 9th August.	52
CHAPTER 5	- A SENSE OF CLOSURE	59
	Report of Group Meeting held on Monday 30th August	59
	Report of Group Meeting held on Monday 13th September	64
	Tutor Evaluation of the Enquiry	72
CHAPTER 6	- CONCLUSION	76
APPENDIX 1	- Document Tabled at First Meeting of the Dean and the Hall Tutors	i.
2	- Letter Sent With First Interim Report To Those Tutors Who Had Contributed To It.	iii.
3	- Letter Sent To The Dean, All Tutors and Members Of The House Committee	iv.
4	- Letter Sent To Tutors Who Contributed To The First Interim Report	v.
5	- Summary of Discussion of Extended Group (June 18) Provided By The Tutor Elected To Chair the Meeting	vi.
6	- Summary of Discussion of Extended Group (July 1) Provided By The Tutor Elected To Chair the Meeting	x.

INTRODUCTION

This case study is a description of an enquiry into the tutor system within a university hall of residence. The enquiry sought to delineate the nature of the tutor system as it existed, identify ways in which this system might be improved, and encourage the implementation and evaluation of alternative strategies where these were thought appropriate.

The case study has relevance to administrators and tutors in residential halls. It provides insights into some of the issues which confront such people as well as into ways in which these issues can be dealt with constructively and productively.

It also describes in detail a method of enquiry which has much wider relevance. While universities have research as one of their major functions, such research rarely focuses upon the teaching and research practices within those institutions. Yet without such research, pragmatic and productive innovation is not likely to occur; rather, changes in practice are likely to be ad hoc and to be inadequately evaluated. This case study describes in some detail a particular research methodology relevant to the examination of any teaching practice, states the assumptions upon which such procedures are based, portrays in considerable detail the personal and social factors which were involved, and tries to elucidate the strengths and weaknesses of this form of enquiry.

That a case study can be a legitimate and powerful form of naturalistic research has been cogently argued by Kemmis (1977). Kemmis states that

> *"while some knowledge is propositional ... other knowledge is more personal".*

Polanyi (1961) refers to this more personal knowledge as "tacit" knowledge, and Kemmis argues that

> *"a case study creates the possibility that some of this tacit knowledge may be communicated through the use of rich description".* (p.25)

The present study seeks to do this, to allow *"the reader to imagine himself in the social world of the case studied".* (Kemmis, 1977 p.26)

This case study, then, has two main objectives: to illuminate a particular social context and the efforts by people within it to understand it and act upon it in constructive and innovative ways, and to explore in a general way some of the characteristics of a particular form of social enquiry.

* * * * * * *

ORIGINS OF THIS CASE STUDY

On 26 April, 1982, a new Acting Dean of University Hall at Flinders University was appointed. For some time before that date he had talked with me about the tutor system within the Hall. He was of the opinion that an effective tutor system was essential to the proper functioning of a university hall of residence and, as a consequence, asked me whether I would be prepared to undertake an evaluation of the tutor system as it was operating at that time and to generate proposals about ways in which it might more effectively operate in the future.

I found this proposal a very exciting one. I had for some twelve years been directly concerned with the transition of students to University and was aware that the tutor system in University Hall was perceived as having the facilitation of this transition as a major objective. I also saw an opportunity to undertake a formative evaluation which would not only provide a picture of the tutor system as it was and as it could be, but which would also encourage the development and implementation of strategies for effective tutoring in a hall context at the same time.

I did have some reservations. We were nearing the end of the first term. Whatever tutor system had been developed would already be well established and the intrusion of an outsider to "investigate" this system might be met with considerable defensiveness. I also had reason to believe that there was, or had been, a good deal of conflict within the Hall. It didn't seem a very propitious moment to begin the kind of developmental evaluation which I had in mind and which required a great deal of collaboration. I therefore decided to put to the tutors a mode of enquiry, to emphasise that participation was voluntary and to proceed only if there were sufficient interested tutors. At that time there were ten tutors in the Hall; I arbitrarily decided that I would proceed if at least six agreed to participate.

I decided that a limited version of what has been called action-based research was most appropriate for this situation. A brief account of this kind of research will indicate the reason for this.

ACTION-BASED RESEARCH

Action research could be said to have its origins in America in the 1940's, particularly in the work of Kurt Lewin (Lewin, 1946; 1947; 1952). Lewin saw action research as being an on-going process which occurred in the form of a spiral. Assume that there was some area within an institution which people believed should be changed in order to bring about improvement. The first step would involve deciding upon a "field of action". Since you've got to begin somewhere, you need to decide precisely where change might be most possible. Consequently it is necessary to carry out a "reconnaissance" of the field in order to choose which area to focus upon and develop a general plan of action.

Once having produced a general plan, it is possible to decide upon the first action step and ways in which it would be possible to monitor that step when it is taken. Given both of these, it is possible to carry out the first step and collect information about, and evaluate, it effects.

This evaluation makes it possible to reconsider the general plan and plan a second action step and ways of monitoring and evaluating its effects. In this fashion a spiral of action, monitoring, evaluation and replanning can proceed.

Action research has undergone a considerable revival in Australia in recent years, particularly in the field of education.

> *Australian educational action research has developed a community of practitioners over the last decade, through initiatives in school-based curriculum development, school-level evaluation, in-service education and participatory decision-making in schools. Over the decade, it has also developed as a disciplinary area in its own right* (Brown, et al., 1981). *And it has developed an epistemology, rooted in critical social science* (Kemmis, 1981; Grundy and Kemmis, 1981), *with a characteristic set of research problems of its own, distinguishing it from the research problems of other approaches to educational research and educational theory. These research problems are actively being pursued by a widening community of action researchers and action research facilitators around Australia.* (Grundy and Kemmis, 1981b).

A focal point for the Australian revival of action research, with the theoretical elaborations and refinements which have gone with it, has been Deakin University. However, South Australia has in many ways been a leader in both the theoretical development and the practical applications of this approach to research.

Interestingly, the growth of action research in South Australia, both at a theoretical and at a practical level, has largely emanated from people concerned very directly with improving learning environments; they have been workers at the coal face, as it were.

Boomer was a leading figure in initiating in 1974 the Language and Learning Project which encouraged a significant number of teachers to research their own teaching practice. He made theoretical contributions (Boomer, 1973; 1980) to this process. Beasley, who was a participant in the Language and Learning Project, later sought to explicate ways in which this kind of research could bring about innovation within schools (Beasley, 1978; Beasley and Riordan, 1981). Riordan also drew upon her experience as a practising teacher (and later as a Research Officer with the Directorate of Research and Planning in the S.A. Education Department) to contribute to the development of thinking about action research (Riordan, 1981a; 1981b).

At the same time examples of action research and its efficacy were emerging. The S.A. Education Department set up the Curriculum and Learning Unit in 1979. While this unit had a short life (it was disbanded at the end of 1981) it produced some fine examples of action research. Two of these (Beasley, 1981a; 1981b) illustrate very clearly how action research theory could be applied in educational settings to allow staff to delineate areas of concern and to respond effectively to complex educational problems. Noteworthy in these studies was the enormous enthusiasm generated among participating staff members.

In the above examples, Beasley was acting as a researcher/facilitator, a person external to the school wishing to undertake an enquiry into some aspect of its functioning. In many cases, (e.g Kling, 1981) outsiders played an important role in the action research activity.

At the same time some teachers saw that they could adopt an action research approach in their own classrooms. Cosgrove has given an account of how she came to employ such strategies (Cosgrove, 1981).

The above examples refer to action research in primary and secondary schools. A similar development does not appear to have occurred in tertiary institutions. Much theoretical development of action research ideas has emanated from such institutions as Deakin University, but the practical applications of the theory have occurred mainly in primary and secondary schools. Nevertheless, there are indications that action-based enquiries into teaching practices in tertiary institutions is occurring more frequently. A very recent example is the evaluation of practical teaching methodologies in the Schools of Biological Sciences and Physical Sciences at Flinders University by Guthrie. A report upon this work is currently being produced.

It can be seen that action research has a long and academically respectable history, that it is currently alive and well and that it is producing an increasing body of evidence with respect to its efficacy. It is fair to say, however, that there is as yet no universal agreement as to the form which such research should take. Action researchers have often taken quite different approaches and adopted different emphases. There is still a need for action research to be turned upon itself so that the optimal conditions for its success, and its theoretical and practical limitations, can be elucidated.

There are certain recurrent themes in the literature on action research which are illustrated in the present study.

1. Action research seeks actively to involve participants who themselves become co-researchers. This contrasts with some research approaches in which the researcher prefers to keep subjects naive with respect to the purposes of the enquiry.

2. Action research is concerned not simply to give the researcher a new understanding about some area; it specifically aims to enhance the understanding of participants and in the process to bring about improvements in both the practices of the participants and the (learning) environment in which they work.

3. Action research recognises quite explicitly that what is being observed is changed by the act of observation. It does not seek to maintain a static situation in order to observe it. In contrast, action research can be described as formative evaluation; the act of enquiry and evaluation produces new understandings which lead inevitably to changes in the situation even as the enquiry proceeds.

4. Action research therefore takes on an on-going character. Planning, acting, observing and reflecting are all important ingredients of the first stage of the research, but this process is then repeated in a spiral of action, monitoring, evaluation and replanning. Indeed Grundy and Kemmis (1981b) question "whether a single loop should be considered action research at all".

5. The collaborative nature of action research seeks to ensure that participants have control over the process. An objective is to make participants more powerful and hence more effective within their areas of responsibility. It has therefore been described as "emancipatory". Any individual administrator, tutor, teacher or researcher operates within a social/political context and this context can limit the capacity of that individual to develop and implement improved strategies. Action research as exemplified in this study can elucidate the interplay of these personal, social and political factors, draw upon the skill, understanding and imagination of individuals and facilitate the development and implementation of productive yet pragmatic strategies within the particular social/political context.

* * * *

THE PRESENT STUDY

With the belief that the above kind of research would be the most appropriate way to enquire into the tutor system at University Hall, and with the reservations which have been mentioned, I invited the Dean and all of the Hall tutors to attend a meeting on 27 April, 1982, to discuss the possibility of looking at and evaluating the tutor system within University Hall.

As it happened, I had been asked late in 1981 whether I would be willing to work with the tutor group before Orientation Week in 1982 to develop an effective tutor system. I had prepared a brief outline of how I thought we might go about that (see Appendix 1). In the event, that developmental activity did not occur, but I decided to table the outline at the April meeting in order that the Dean and the tutors could see the kinds of questions which I thought we should seek to answer. I added that, given that the first term was nearly over, I thought we should embark on a more limited enquiry.

The tabled document had been written on the assumption that the tutors would be free to work together as a group uninterrupted for two or three days and that they could meet together regularly throughout the year to evaluate and modify the various actions which they would have agreed to undertake during their initial workshop. Given the constraints upon their time in May, I suggested that I would initially like to speak with them individually, to tape record their observations, to send them transcripts of their own comments (which would remain confidential) and to produce and distribute a document outlining the various individual perspectives of the tutor system. This composite document could then be discussed by the group as a whole.

I emphasised that participation was voluntary and invited tutors to let me know in the next few days whether they wished to take part.

Eight of the ten tutors agreed to be interviewed. The Dean suggested that it might be better if he did not participate at this stage since he wanted the tutors to air their views freely. On that basis the enquiry began.

REFERENCES

Beasley, B. *Changing Schools from Within: The Task-oriented Collaborative Teachers Croup and Innovation Within Schools.* A report submitted to the Institute of Education, University of London, for the Associateship Award, 1978.

Beasley, B. (ed.) A Case Study of a School Based Curriculum Development in a Primary School, Curriculum and Learning Unit, Education Department of South Australia, 1981.

Beasley, B. (ed.) A Case Study of a School Based Curriculum Development in a Secondary School, Curriculum and Learning Unit, Education Department of South Australia, 1981.

Beasley, B. and Riordan, L., The Classroom Teacher as Researcher. *English in Australia*, No. 55, March 1981.

Boomer, G., *Teachers Learning*. South Australian Institute of Teachers (mimeo), 1973.

Boomer, G., *Negotiating the Curriculum*. Report for the National Working Party on the Role of Language in Learning, Curriculum Development Centre, 1980.

Brown, L., Henry, C., Henry, J. and McTaggart, R., Action research: Notes on the national seminar. Deakin University, (mimeo), July 1981.

Cosgrove, S., Using Action Research in the Classroom and School: A Teacher's View. Paper presented at the Annual Conference of the Australian Association for Research in Education, Adelaide, 12-15 November, 1981.

Grundy, S., and Kemmis, S. Social Theory, Group Dynamics and Action Research. Paper presented at the 11th Annual Meeting of the South Pacific Association for Teacher Education, Adelaide, 22-26 July, 1981a.

Grundy, S. and Kemmis, S. Educational Action Research in Australia: The State of the Art (An Overview). Paper presented at the Annual Conference of the Australian Association for Research in Education, Adelaide, 12-15 November, 1981b.

Kemmis, S. *The Imagination of the Case and the Invention of Study.* Centre for Applied Research in Education, University of East Anglia, (mimeo) October, 1977.

Kemmis, S. Process interventions in the development of an action research support group. Paper presented at the Annual Conference of the Australian Association for Research in Education, Adelaide, 12-15 November, 1981.

Lewin, K. Action research and minority problems. *Journal of Social Issues*, 2, 1946, pp.34-66.

Lewin, K. Feedback problems of social diagnosis and action. *Human Relations*, 1947, 1, pp.147-153.

Lewin, K. *Field Theory in Social Science*, Tavistock, London, 1952.

Polanyi, M. Knowing and being. *Mind*, 70, October, 1961, pp.458-470.

Riordan, L. Developing the concept of evaluation as critical debate. *Curriculum Research: Reader A.* Deakin University Open Campus Program, Waurn Ponds, Deakin University Press, 1981a, pp.187-194.

Riordan, L. Negotiating appropriate conditions for action research in the classroom. *Curriculum Research: Reader A.* Deakin University Open Campus Program, Waurn Ponds, Deakin University Press, 1981b, pp. 195-196.

Chapter 1

THE RECONNAISSANCE

The meeting with the Dean and the tutors on April 27 resulted in agreement that we should examine the tutor system in University Hall. There was at this stage no more precise aim than that. In Lewinian terms it was now necessary to decide upon a "field of action" and this required a "reconnaissance" of the field. It was decided to do this by interviewing each tutor individually and by tape-recording the interviews.

Appointments were made with each tutor allowing half an hour for each. Each interview began with the following question:

> *"As you look back over your time as a tutor in the Hall, are there any significant issues which come to mind when you think about the way the Hall tutor system works at present, or might work in the future?"*

From that point onwards the interviewer contributed to the conversation only by asking for clarification, specification, or elaboration of points where this seemed necessary, or by asking, "Are there any other issues you would like to raise?"

A number of tutors indicated at the outset that they thought that they would have very little to say and that they certainly couldn't talk for half an hour. In fact, once they got started they all did use up the half hour and a number took longer.

After all these conversations were completed the tape-recordings were transcribed and two photo-copies made. The original was to be kept on file, one copy was to be returned to the tutor and the other copy was to be used when producing the summary report of these discussions.

It was considered important to return one copy to the tutor. It was made clear that their conversation was a confidential one and that the conversation, and hence the transcript was in a sense that tutor's personal property. A file copy was kept on the clear understanding that it would not be made available to any other person and that the tape-recording would be erased. This was considered important if all view-points were to be aired.

Equally important was that it gave each tutor an opportunity to reflect upon his (they were all male) comments. Opportunity for reflection is an important element in action research. It is assumed that peoples' understandings of the issues will be modified and refined as a consequence of this reflection. Each tutor could also consider the summary statement in the light of his own transcript and more easily judge whether that statement omitted any significant points.

It subsequently became clear that the participants should have been told something of the nature of transcripts beforehand. These tutors were well accustomed to reading their own finished essays and to giving seminar talks. They were not accustomed to reading a transcript of their impromptu speaking, and some seemed a little distressed at first to find that their impromptu speaking did not follow the rules of strict grammar. The spoken word and the written word are in many ways quite different.

The researcher then read through all of the transcripts looking for patterns within these diverse conversations. After this a coding system was used to mark in the margin of the transcripts themes and sub-themes which were evident. These transcripts were then cut into pieces, the pieces placed in piles according to the headings which had been developed and then pasted up in the form of a summary report with some commentary to make it a coherent document.

It might be observed that the researcher was placing his own meaning upon these diverse conversations. This is true and necessary. Every researcher comes to his or her task with some pre-conceptions and inevitably places a specific meaning upon the data, whether it be statistical data or transcripts. In this case, however, the summary statement was to be considered by all the participants who would be invited to change it in any way.

Appendix 2 is a copy of the letter sent to tutors with their transcripts and the summary statement (called the First Interim Report). The full text of that report follows.

* * * * * * *

AN ENQUIRY INTO THE TUTOR SYSTEM IN UNIVERSITY HALL

FIRST INTERIM REPORT

GUIDELINES

Frequent comment was made concerning the need for a clear set of guidelines for tutors.

- *Well I think that the tutoring system suffers at the moment from a lack of any guidelines, any written guidelines.*
- *Now, I'm sure if we had some guidelines as to what was expected of us then I think it would undoubtedly help the functioning of the system.*
- *There is a need to establish what indeed is the purpose of the tutor program. This might sound rather crazy given that it's been operating now for three years but I would argue that in fact, the guidelines have never been established, and in essence it was started largely oblivious of a fairly closely defined purpose.*
- *I think it is important that people have their roles, their functions, fairly clearly defined, especially the younger ones.*

Attempts had been made to provide a framework from which the tutors could operate, but these were seen as inadequate and unsatisfactory.

- *I think the tendency this year was simply to have one brief meeting and describe not too clearly the role of the tutors; something equivalent to that of an administrator/policeman.*

In any case, it was suggested that some tutors felt confused and uncertain about their role.

- *Well, it's been a bit messy. I think very few of the tutors, from what I can gather, have very clear ideas of what their duties were. That hasn't been spelt out sufficiently clearly.*
- *I can remember being asked by tutors, "What can we expect?", "What are we to do?", seeking guidelines in a sense from me only because I've been here for a while.*

Some tutors suggested that the information they had been given about their role had been misleading.

- *I was given a lot of information in the job interview which in fact seemed to be false and had absolutely no bearing on the situation in the Hall when I arrived.*
- *Obviously I wouldn't have taken the job if I had thought that it meant an extension of a catholic girls secondary boarding school, which at times, certainly in this term, it has approached.*
- *At first I'd been very pleasantly surprised at the description of the role of the Hall and the role of the tutors. But the commitment to the social, moral and intellectual development of the students turned out to be in terms of a concern about drinking, sexuality and drugs, which is a very tenuous relationship to the ideas that were originally expressed.*
- *I thought there would be some sense of community here. I understood that was the goal that was being worked towards.*
- *Well, I was a bit confused; disappointed that we weren't given the feeling that it was more of a pastoral job in a sense than a watch dog role; that I found a little bit disturbing because it wasn't what I expected.*

Clearly defined guidelines were seen as necessary in order that workloads could be specified more satisfactorily.

- *You could virtually work here 14 hours a day and nobody would know any different. You do have to draw the line between your own work and contributing to the place.*
- *I've spent, over the last 10 weeks, about 160 hours, and that's a conservative estimate. That's mainly because I felt that the job needed to be done. It's very hard when you live here to escape from the job. So you do the job on demand. I'm sure that 160 hours is too much.*
- *It all depends on time that you have available as well. You can look at it from your personal point of view and say you will do x amount of hours doing that, x amount of hours on duty, x amount of hours with the routine type of things and you look at the academic side and x amount of hours on that and you find you are putting in a lot of time.*
- *You have to look at the hours you have available if you think about changing systems. The routine type of things like locking up at night could be done by another person in the Hall who isn't a tutor.*

One effect of lack of clarity with respect to workloads is that some tutors may either have, or be perceived to have, much lighter workloads than others.

- *In my view the tutor system is imbalanced in as much as it's not a shared load and I would like the opportunity to say to other tutors "Listen mate, I don't think you're pulling your weight".*
- *I think the idea of a tutor system is excellent, but organising it is a big difficulty. There is a difference. It's not as hard on Science tutors as on tutors doing the Humanities.*
- *We should get to know each other, have some sense of each other's workloads and study commitments and then other commitments so that we have reasonable expectations about what we can get from each other throughout the year.*

- *We need guidelines as to how much people are required to do for the job. Some people work harder than others and feel that they're doing too much.*

The development of adequate guidelines was seen as necessary if tutors were to understand their roles (i.e. the nature of their work as distinct from how much time they should commit to it).

- *It's very important for new tutors, essential for new tutors, rather than to leave them to pick up the policy from the other tutors. In whose case it isn't all that clear anyway.*
- *This year was the first year where there was an attempt to get us in earlier than the first day in first term and yet I wouldn't say that this year was all that much different. People were just in their rooms for an extra week rather than really getting together and nutting a few things out and talking.*
- *For a tutor coming into the Hall next year, it will take as long as it will take the first years to find essential information and the first years need to know the answers immediately.*

Some tutors argued that it was essential to develop a basic philosophy for the Hall and the tutors' place in it, and that tutor roles and workloads could only be defined after this philosophy had been spelled out.

- *Generally I would say that we need some shared understanding of what we are about as a group. Essentially we have gone about things as individuals, often not really knowing what other people are doing because often we didn't have the opportunity to talk about it.*
- *There's the feeling that we're not a co-ordinated tutor group, which detracts from the harmony and the kind of spirit that I think is essential, especially given the recent history of the Hall.*
- *We need some coherent idea of where our philosophies and outlooks could productively react and also of where there is just going to be dead ground. Now, fortunately that's going to become a major issue this year but those areas where our outlooks do come together for a productive and stimulating discussion have remained undeveloped.*

But developing a policy statement might not be easy.

- *I got the impression that the tutors were very cautious about what they said to one another. There was a certain sense of fear that they might be appearing to be disloyal to administration.*
- *Candidly, I feel that a lot of things that are felt aren't aired. I think there is a need for a great deal of honesty and really thrashing out and laying things on the line.*

Nevertheless, the tutors had many ideas about what should be dealt with in any set of guidelines. Most of these appear in other sections of this report. One general proposition was that any set of guidelines should recognise that not all tutors have the same skills but that each could contribute in different ways.

- *We all have our strengths and weaknesses. I guess to the extent that guidelines are being presented, it assumes that we are all equally good in those areas and I don't think that's true.*

Tasks could therefore be shared or rotated.

- *The task of developing a social program might be shared between people. Or it might be on a monthly basis; you might say "O.K. this month, you two, let's see what you can put up".*

The way in which any particular set of guidelines were put into practice would therefore depend to some extent upon the tutors finally selected. Considerable comment was made about tutor selection.

- *I think we should fill all the gaps in the tutorial field if that was possible. There is a scarcity of tutors in English. There may be too many in Medicine.*
- *What should be looked at, I suppose, is that you should have some idea of what type of students you are going to get in. Then based on that, how many tutors you are going to have, say, tutoring Economics. And of course, with Economics, because it's a popular course you might have two, but you might have one; it just depends. Same as English or any other subject.*
- *I get the impression that, on the academic side, not a lot of thought has been given to the areas of expertise which they can contribute for the needs of the students. There seems to be a top-heavy structure in terms of expertise and skills. For example, there is a great lack in the area of English Literature. There's hardly anybody here capable of teaching, at an adequate level, foreign languages. There is no one here representing the interests of the Sturt students.*
- *There are too many male tutors. I think girls, particularly young kids coming to a hall like this - their first taste of freedom away from home etc. - I think they probably need the help of an experienced woman and therefore I would like to see more women, not mature but understanding, level-headed women, on the tutoring staff.*
- *I think it would be ideal to have an Asian tutor - at least one - because they seem to me to feel more isolated than the others. My intuitive feeling is that they would appreciate someone that they could communicate more freely with. We get on quite well together but I still think they would open up more to another Asian, especially if it was a female.*
- *I think some consideration should be given to the maturity of the tutors because if they are going to fulfil this pastoral role effectively they would need to have had some experience with life, as it were, in the real world. Then again, if they haven't been associated with the university life, they also might have a distorted view of the needs of students. So I guess the idea of people who have their degrees, who have worked in the university and preferably have tutored young students would be the ideal.*
- *The way it has been done here, from my limited experience, has been a bit haphazard. It may only be an impression but I have the feeling that tutors were selected on the basis that they might be in sympathy with the type of administration that was wanted, that they would be fairly adaptable and conformist.*
- *In the appointment of tutors I think the needs of the students must be put first rather than the needs of the administration. I think if the tutor system is to mean anything at all it is not part of the administration, but part of the academic and social structure of the Hall in a sense. Administration is something over and above that.*

- *I don't know that there is a need for a senior tutor. I think that's a question that needs thrashing out. If people insist that it is a necessary role then it needs to be satisfactorily explained.*

The above comments suggest that there may be a need for two sets of guidelines: an explicitly stated set of guidelines to be used in selecting (and advertising for) tutors and an explicitly stated set of guidelines concerning the roles and functions of tutors who are finally selected. The first might deal with the qualities and abilities which are thought desirable in tutors individually and as a group; these could be developed this year by way of discussion between this year's tutors and the administration. The second would describe in specific terms the roles of tutors and mechanisms for achieving desired goals; work could proceed on these this year, but presumably would be developed in discussion with next year's tutors after they have been appointed.

It was also suggested that no set of guidelines will perfectly meet the needs of the situation as it develops in practice and that therefore some form of on-going evaluation would need to occur.

- *Guidelines should not be fixed in any sense but on-going; tutors are going to change and they should have the right to come into a system and contribute to that.*

- *The other thing I would do in relation to the tutor system would be to have an on-going formative evaluation - real discussion about what is going on, rather than tutor meetings that are essentially very trivial administrative passing on of information about forms that need to be given out and things of that nature; to have some real discussion about what is going on in the place and then to have a real evaluation at the end of the year. I'd say "Let's evaluate the goals as well and whether in fact we are reaching the goals that we've set". Why should we assume that we are here to foster academic development? I mean I almost cringe at the thought of me saying that but let's evaluate it and throw it up and see what we come up with.*

Summary

It is suggested that there is a need for explicitly stated guidelines if tutors are to understand clearly their roles individually and collectively within the Hall, if they are to avoid confusion and uncertainty and the resentment that can result from misunderstanding. Such guidelines would need to take note of the varying interests and abilities of individual tutors, would seek to exploit these to the full, but would also take note of other commitments of tutors and avoid unrealistic or excessive demands. Guidelines would in effect be a policy statement which would incorporate some statement of the philosophy of the Hall in general and the tutor system in particular as well as statements about specific ways in which policy objectives would be achieved. The development of such a statement should lead to a shared understanding, greater harmony and sense of shared purpose.

The criteria for selection of tutors needs careful consideration. While this was not stated explicitly, the above seems to imply that selection should be as early as possible and that the tutors would need to work together with the administration in developing appropriate guidelines for some time before Orientation Week. Any statement developed this year would be an invaluable aid, but might need to be modified by the new tutors and the new administration.

Some form of on-going evaluation of guidelines and practices flowing from them should be initiated.

ACADEMIC TUTORING

Most tutors saw academic tutoring as an extremely important aspect of their work. Nevertheless, there was a good deal of questioning as to how this function could be best carried out.

One concern was that tutors were not used as much as they might be.

- *In my case, I haven't really been getting enough response from the students. I've only had five students come to me in the whole term as an academic tutor.*
- *I've only seen three first years. I've seen a lot of second and third years and it's rather difficult to tutor them because they ask very specific questions which are very hard and they don't really need my help with their study routines etc. So the role of the tutor with those people is very different.*
- *I have found some of the students are very reluctant to use tutors.*

There appeared to be exceptions, however.

- *Almost all of the Physics students from the Hall have come to see me about problems separately. Certainly all the people who need help. That's reflected by their marks.*

Another concern was the way in which tutors were used.

- *They leave it till too late. Sometimes one day before the essay is due.*
- *We need much more time with them than they give us.*
- *It seems to me that we do a lot of teaching (if that's the word for it) on a very last minute basis. A typical case: a couple of nights ago, a student came to me with a paper that was due the next day. She had left it to the last minute and she hadn't even read the question. To me, that's a disastrous situation to be in.*
- *I would tend to take a fairly hard nosed line and would like to think we could in fact say to residents - "Look, this is just crazy. This is the wrong way to go about it. If I sit down with you on this issue I'm not helping you at all. In fact, I'm making you dependent on me to an extent and the next time the next paper is due you'll be back again and we'll be going through the same crazy business."*

Despite some concern about last minute requests for academic assistance, no-one suggested that tutors should not offer help in these circumstances.

It was argued that tutorials in the Hall should not be the same as tutorials at the University.

- *I don't think they have a lot of problems with their straight out academic work. I think on the whole, they are reasonably well catered for at the University itself.*
- *I would think that our prime role is not either formally or informally to replicate the content of subject matter as presented at University. I don't see us in any way as being remedial teachers, tutoring in the strict sense of the word as in giving specific tutorial assistance on specific topics within disciplines. Within that, I wouldn't see that prejudicing any given student's right to get that sort of assistance when necessary.*

- *If they want formal classes, they have them already. It's just when they are studying and studying and they don't feel they understand something so they just go and ask someone - I guess that's really the role of the tutor.*

Some thought that the present system could be improved.

- *In my opinion it has to be more organised if it's going to be effective. O.K. so I am available but I can always say "Well, they didn't come"; it is very easy. But I think if it is more organised, for example, if a tutor has to fix a meeting once a month or once every two months, it could be more effective.*
- *I think the tutor himself has to go out more and approach the residents more, make his service more available and more effective.*

Quite a number of tutors argued, often with considerable passion, that a Hall tutoring system should have wider academic goals.

- *I think we are perhaps stressing the wrong things. I don't think that we could be very useful in the sense of helping them in the particular curriculum they are doing but rather we could help them as to the approach and the way they have to look at the subjects, the purpose, what motivates them to study that particular subject and what it can lead them to.*
- *I do think we need to enrich their intellectual life and their cultural life. Perhaps that could be done through some sort of mildly formal structure such as a Science Society being set up in the Hall; or say a Philosophy or Sociology Club or something like that which would be a vehicle for inviting visiting speakers.*
- *Not even necessarily always at the academic level but exposure to the outside world. I mean, bring politicians in, bring social workers in.*
- *I would see it relating mainly in the academic area to some sort of concern for intellectual development for first year students. So that at the end of first year they would have been aided in developing all the necessary skills in the fundamentals of study, like reading, taking notes from books, taking lecture notes, writing essays, using the library.*
- *We can look at these things in a broader perspective rather than this sort of instrumental view of what education is all about, doing things and getting letters and grades for them - I'm not on about that at all.*
- *I'd see it more in terms of helping to generate a process where people don't see their university studies as a continuation of school. This is particularly relevant to the Hall where we don't have a large mature age student population. Nor do they see it as a process of learning and nor would they come to see it as a unit getting exercise, just to get the degree and get out. Ideally, it would be an on-going program that would develop their intellectual base in terms of thinking about the part their particular subject plays in the overall constellation of social sciences, natural sciences, biological science and so forth.*
- *I don't see us here teaching students how to get through and how to go to the International Encyclopaedia for Social Sciences if they have to do a quicky essay - that seems crazy to me. I guess I have a fairly old fashioned and conservative view that the University is about the pursuit of academic excellence and the development of intellect.*

- *There's more awareness raising goes on, in my particular case, in the refectory, sitting here in the room having a drink at night, rather than at the formal tuition level. I think an atmosphere that will generate that sort of discussion is good. It is not uncommon to be sitting down talking to a couple of first year science students and playfully you have a shot at the scientists and you get them involved and you start talking about values; it's amazing how interested they are. I think we have to create an atmosphere in which that can really take on. There's nothing here.*

- *And I suppose all that grows out of a concern to illustrate to people that knowledge is not an abstract spiritual entity somewhere out there that we somehow or another achieve through writing x number of essays and submitting x number of assignments each term but as an integral part of their own moral, political, religious decision making processes.*

Some tutors reported, with considerable satisfaction, their efforts this year to achieve some of these wider intellectual goals; they considered these activities to be among their most important contributions to the Hall.

It was suggested that better liaison with academic staff might be helpful.

- *Perhaps, if I had the foresight and if I had the time over again and if I had the time I would have been in more touch with what they are teaching over here on the academic level so I could have some sort of warning as to what to expect at the Hall.*

- *And, I suppose if some advice could be obtained from the lecturers themselves who are teaching the students, that could be useful.*

- *Perhaps we could have lunch with the lecturers before Orientation Week and that might help; form one objective.*

The development of a "community of scholars" could, it was suggested, also be encouraged in other ways.

- *I think there is one thing that is lacking in the Hall which doesn't help the tutorial system and that is, there isn't a library with reference texts in the subjects.*

- *I think the library would be an important thing. The lack of the library in the Hall - well, I think it's a focal point. If people are studying, the fact that there is a library would make you think the area was intended for you to help you to study.*

- *I think there could be some kind of bursary in the Hall.*

Summary

While tutors agreed that academic tutoring should be an important part of the Hall, they had some serious reservations about the effectiveness of the present system. Some tutors were very little used. Students often used tutors only for last minute crisis assistance.

While it was thought that some different organisation of the tutoring system might encourage more frequent and more appropriate use of tutors, important questions about the purposes of the tutor system were raised. Should tutors deal with last minute cries for help? Should they work to enhance study skills? Should they seek to encourage a broader, intellectual development, possibly unrelated to the specific subject matter of University courses? Or all of these?

One specific suggestion was that the development of a programme of academic tutoring could be assisted by close liaison with appropriate academic staff.

In any case, other people (academics, politicians, social workers, etc.) could be invited to contribute to the intellectual ethos of the place. This could then be further developed in other ways (e.g. developing a Hall library, offering bursaries).

Some tutors also mentioned that they spent time with later year students and questioned whether the tutor system should be geared to first year students alone.

PASTORAL CARE

Many tutors believed that one of their functions was that of pastoral care though the precise nature of this function was not very clear. For some, it was being available to chat about any matter of concern.

- *Well, the thing I feel most pleased about is that I often invite a variety of residents to my room for a cup of coffee or to have lunch or something like that which I really think is one of the most important roles. This has worked.*
- *Some of the little chats you have are fairly confidential but I guess it's helping a student or resident through a personal crisis that I find most satisfying; that's to me what it is all about.*
- *I think to base the pastoral care on some geographical locations doesn't work. Clearly kids are coming to see whichever tutor they feel more at home with.*

For others it involved something more like a counselling function requiring special expertise.

- *Well, I guess the area that I felt least capable of addressing myself to is what has been called the 'pastoral care notion', largely because I feel reasonably inadequate in that area.*

For others it implied a disciplinary role, particularly in the area of noise control.

- *I don't have any first years at all so I don't really have a pastoral role. Because when you are talking to 30 year old Ph.D students, you don't say, "Please be quiet, you are disturbing the rest of the college."*

It was argued that the Hall should promote personal/social development and that the tutors should play a role in this area.

- *It's good for people to live there for a while because it teaches them to replace old friends with new ones for instance. I think people should look beneath the surface when they look at living in the Hall. How to live with other people is terribly important. It gives people a broader exposure; then they have more options as to which way they want to go.*
- *I think the idea of the Hall is to be transient - to progress to live in houses.*
- *I think it's a transitional period. As well as developing this sort of intellectual cognitive university thing, we should also be helping people become ready to move into a student house or flat on their own where there are things like doing the washing, cooking their food, taking responsibility for their budget and so on and so forth.*

It was also believed that there was a need to promote a wider range of social activities because there was some concern that there was a lack of community spirit.

- *Everybody seems to be tucked into a cubicle and there is very little area where residents can meet. I think that every corridor should have a small common room perhaps with a small television in it where you can go and perhaps have a cup of coffee and a chat.*

- *I sometimes feel I should organise weekend barbecues or something but I'm not in a position to do that.*

- *I would like to see the tutors take more of a leadership type of role in the affairs of the students such as, on a weekend, to organise a bus to go somewhere - in a social way, sporting, barbecue, whatever.*

- *We could invite some sporting identity, or someone in the musical field. It doesn't have to be academic. Just an interesting type of person. You could also have people from within the Hall - if someone comes from Fiji they might be encouraged to talk about it.*

But there was an unresolved contradiction here because social activities (which are good) cause noise (which is bad).

- *Unfortunately there isn't a system whereby anybody who intends to organise a party has to inform the duty tutor and residents in the vicinity that there is going to be a party, so that if anybody wants to study they might make other arrangements. In my opinion, this noise is an infringement on the privacy of the people here. They have a right to privacy and quiet.*

- *I can see why a lot of people want to move out; merely because of the atmosphere. I mean, the atmosphere can be socialising but if there was some way of removing that noise that's everywhere it would be easier.*

- *I think there has to be some noise. Noise means the place is alive.*

- *After the Tavern, they come down pretty tipsy and create a lot of noise. Weekends are very noisy at times.*

- *If you happen to be a student who is for the first time away from home, free for the first time, then you might let go a bit.*

There was much discussion about noise as a problem. Considerable frustration was felt, partly because of the unresolved conflict between the wish to develop a happy, social atmosphere and the wish to control noise, and partly because the difficulty of achieving both goals was seen to arise in part from the design of the Hall.

- *I'd demolish the Hall, without any doubt whatsoever. The architecture is at least 30% to 40% of any problems the Hall has ever had and ever will have.*

- *I think I would do something with the building. There are constant complaints about noise, but I think it's not so much the habits of the inmates, as the structure of the building. It's a natural sound shell. I don't know what they could do, whether they could put accoustic barriers in the middle or something to stop the noise bouncing. There must be some answer.*

- *There's a courtyard in the middle which makes it very difficult because you can hear people in the courtyard all the time.*

- *A dining hall which is the better part of 60' high, brick walls, linoleum and tables sitting a dozen is not conducive to anything apart from a target practice range or something like that. There is not a sociable area in the Hall where people can just sit around so I would probably put a bar in.*

- *I think that perhaps if the dining room tables were round it would make a big difference. You can sit about eight or nine people around those tables.*

There were broadly two solutions to this dilemma offered. The first was to establish structures within the Hall which would facilitate both personal/social development and the resolution of problems.

- *People should be given opportunities, without being forced to do it, to learn skills about themselves, to interact, to take responsibility, to be involved. I would like to see a much more coherent breakdown of power lines and responsibilities within. I would like to see something like the House Committee taking a much stronger role in the real social life in the Hall in terms of movies, visitors, vandalism.*
- *That's my personal philosophy of spreading decision making. Say to the residents "Alright, control your own community; control the environment". That appeals to me philosophically.*
- *The way I argue when people say "What about noise?" is to say "Well, as policemen, we are not very good for a number of reasons. For example, we don't know when the footballers are coming over from the Tavern because we are fast asleep at 3.00 a.m. and once they are in and letting off fire extinguishers all we can do is get up and do something about it when we hear it." Therefore we need to go in the direction of community spirit; a general common understanding that there should be an appropriate level of noise and maybe on Friday nights it should be tolerated for a little bit longer and to work on that aspect of it.*

The second solution, not necessarily inconsistent with the first, was to have designated quiet areas.

- *If, at the beginning of the year, certain areas of the college were mapped out as 'quiet' and 'noisy' and say "What do you think you will be, quiet or noisy? If you get in there and there's a lot of complaints we'll ask you to move to another area" - if that's accepted as part of the admission procedure, then I'm sure it would be much easier.*
- *I think it was tried last year to geographically set out noise, putting people on outside corridors if they are noisy. I think that is probably the only workable solution, saying "If you want to have a room in this corridor you will accept the responsibility of being quiet".*

The first of the above solutions implies better channels of communication within the Hall. That is the next theme dealt with in this report.

A related concern was the various kinds of insecurity which residents sometimes felt.

- *I think insecurity is something that worries them. Talking to some of the girls the other night, they were saying that they are very concerned about walking around the place at night; physical security. I think also financial security worries them a bit. You hear some of them talking in the refectory saying "I've only got $3.00 to last me till the end of the month". That's not uncommon.*
- *Well, there is the problem of the Hall being a very open building in the sense that anybody can come in and out. I have heard people talk about the lack of security in the building. It is a fact, actually, that people who are non residents here do come into the building.*

- *People next to me had some men on their balcony three weeks ago, some drunk footballers or something who had come around to raise havoc, who were letting off fire extinguishers and generally playing havoc and my neighbours are leaving because of that problem. I don't think that should happen.*

Summary

While pastoral care was seen to be a responsibility of tutors, the nature of this responsibility was unclear being at times spoken of as involving being a confidant, being a counsellor, being a police person, being a security guard and being a social organiser.

There was a widely held view that social activity and community spirit needed to be fostered, that noise should be kept within reasonable limits and that the design of the Hall made both objectives difficult to achieve. It was suggested that it should be possible to solve some of the design problems, the implication being that advice could be sought from people with expertise in accoustics.

There was a belief that social activity within and without the Hall could be enhanced, that changes to the dining room furniture would be of great benefit, and that structures could be created to enable residents to have more influence both on the level of social activity and on the control of undesirable behaviour.

COMMUNICATION

Tutors frequently suggested that there was insufficient communication between members of the Hall community at all levels. Various effects were said to have followed.

Tutors may not know the students and vice versa.

- *But just with generally meeting people I feel I've been lacking this year. I really don't know many people in the college. I wouldn't know more than 25 people personally. I feel very pressured at dinner because I don't know these people. I've given up in fact. I don't even meet people now; I just sit and eat and go.*
- *We did hold meetings in the first few weeks of term just to tell people who we were but I think they forgot because nobody seemed to come after that. I think more meetings at the beginning of the term and really knowing the students better would have helped.*
- *I think when they first talk to someone about living in the Hall, that this service should be explained to them then. And the service should be available as from the very first day. If they are looking for assistance and it's not available in the first week, then they forget about it till the end of that term.*

They may not even know each other.

- *I'd like to see at least a week long workshop by the tutors before they moved in. For us to get to know each other explicitly. I have got no idea who M ..... F.... is. P .....D..... is leaving in two weeks; I've got no idea who she was or will be.*

Some felt insufficiently informed about what was going on or being planned.

- *I think I would also make sure that tutors were informed about every level of Hall life - almost everyday and certainly every week.*

It was argued that there should be structures so that communication at all levels could be maintained throughout the year - a kind of continuous feedback system.

- *Because there are no structures where people can go and complain, instead of trying to do it on their own, they leave.*

- *The House Committee has its own sub-committee which is called the Food Committee which complains or suggests new ideas to the cook about the preferences of the residents. Food is one of the concerns of the residents but noise is another concern, having a shop is another concern and having sporting activities another concern.*

- *I think there should be more feeding in of how the residents feel about what's going on and open criticism of the tutors - if they are doing their job, what's expected of them. I really think there should be more of that. The students' voice is not really heard. Impressions filter up through the tutors but there's no way the students can really express how they feel. They have to be encouraged.*

It was suggested that in the past the system had been closed rather than open, authoritarian rather than democratic.

- *There has been an extremely closed administrative structure that hands things down and creates a hierarchy - a Dean and an Associate Dean, a Senior Tutor and tutors below. That, I think, has spilled over into the whole tutor system and there is a certain inertia when that sort of thing is set up.*

Summary

In speaking about the lack of communication within the Hall, the tutors create an impression of frequent isolation and alienation, of lack of common purpose, of community spirit, of corporate identity. This is a theme which seems to be evident in the discussion of other themes: the need for explicitly stated guidelines and a mechanism by which tutors can participate in the development of these guidelines; the fact that some tutors were very little used and others were used by some students only in crisis situations; the lack of agreement as to the forms which academic tutoring in the Hall should take; the lack of clarity about the nature of pastoral care and the failure to resolve contradictions within the pastoral care concept; the value in developing ways of encouraging members of the community to take more personal responsibility for the quality of life in the Hall.

The creation of appropriate and effective forms of communication would appear to be a central issue. The development of a tutor programme based upon clearly understood and shared intentions, drawing upon the skills, expertise, interests and imagination of all involved and being continually evaluated (and where necessary modified) would require open lines of communication and a willingness to work collaboratively.

NEXT MEETING

Each tutor was asked who should be involved in any group discussions of the above themes. All wanted these matters discussed as widely as possible as soon as possible. It was even suggested that the group should be extended beyond the present tutor group and the Dean.

- *I think the tutors on their own wouldn't be enough. I think we should have some of the residents who more or less know the general feeling of the other residents, probably the House Committee people. It could be people who have lived in the Hall before and who are not living there now.*

However, some tutors felt that those who had contributed to this document should first discuss it and then decide upon what form further meetings might take.

- *Perhaps the first session might be better confined to those who have actually contributed because they would be more in sympathy with what is trying to be achieved I think. And then when it is more clearly formulated...*

- *I favour the smaller meeting in the first instance and then seeing what that group feels they should do in terms of larger meetings. You don't want the thing shot down in flames before you start.*

The next meeting will therefore be to discuss this document and will involve those tutors who have contributed to it.

* * * * * * *

Several very interesting things emerge from the above summary of discussions with tutors.

1. While each of the eight tutors had responded in a spontaneous way to a very open-ended question, there were nevertheless four clear areas of concern to them all. These were

   - the need for guidelines
   - the nature of academic tutoring
   - pastoral care and its implications
   - communication channels within the Hall community

   Identifying these common areas of concern would assist all concerned to focus more closely on the areas in which they wished to take action.

2. These tutors had already given very serious thought to the nature of tutoring in the Hall. There were some very impressive statements as to the ways in which a tutor system could facilitate the development of a "community of scholars".

3. There were clearly differences of opinion, some of a fundamental nature. Confronting these differences was likely to be as important as being aware of common ground if agreement about future action was to be reached.

4. There were some internal contradictions among the views expressed (e.g. it was good to encourage social activity but noise was undesirable). Identifying such contradictions is necessary for constructive debate about future possibilities to occur.

5. Solutions to problems and alternative courses of action were already being offered, even if in a tentative or speculative way.

6. There was concern expressed by some tutors that they (those who had contributed to the First Interim Report) should have the opportunity of discussing the document among themselves before deciding what other people should be involved. This is an important point. Participants must "own" their contributions and deserve the opportunity to reflect upon it and to decide collaboratively what next step to take. While some tutors individually wanted an immediate enlargement of the working group, the researcher decided that a decision on that point had to await a group meeting.

It was recognised that long-term issues needed consideration.

- *For next year we have to start thinking about guidelines for the whole tutoring and pastoral care system.*

But there was a pressing need to grapple with issues of immediate concern.

- *There are some things which we need to do immediately to make the tutor system a worthwhile one without getting bogged down in the longer term issues that are also raised.*
- *I think we should start developing coherent scholastic and intellectual guidelines for the second and third terms; that should be our first priority.*
- *As tutors we have to keep on tutoring even in the presence of shortcomings of which we are all aware.*

Some potential difficulties in developing coherent policies and guidelines were foreseen.

- *What worries me a little is we have different concepts and views about what tutoring in the Hall should be like.*
- *Do we discuss these issues amongst ourselves, do we involve the residents or do we do both? I favour thrashing it out amongst ourselves first; it is perhaps unfair to ask first year students what they need and perhaps we are better placed to tell them what they need.*

Nevertheless members of the group agreed in the first instance to try to clarify the academic role of tutors in the Hall.

- *We're into second term and academic priorities are most important.*

Some, however, wanted to stress that other issues, which would be dealt with later, were equally important.

- *Just because we're treating it first, I wouldn't want us to consider it the most important thing; defining the function and the role of tutors is really essential.*
- *To the academic issues I would add the communications problem in the Hall; I think we could very quickly improve this by, for example, circulating a duplicated newsletter; it's important, if we get discussions about the tutor system off the ground, that people know about it; something like an in-house Raw Onions; this would be very important for the House Committee if they wanted to show films or whatever.*

Academic Tutoring

The nature of academic tutoring was at first discussed in general terms.

- *We were given to understand that the tutoring was mainly to help first years and that there were two problems; there were failures in the first year and there were a number of people leaving the Hall; but there was never any guideline given.*
- *Are we here to duplicate the tutorial system in the University? From a Science point of view you get questions which you are unable to answer because of new developments in the field.*
- *First year Science students don't seem to have a lot of problems coping with their courses because in general they're a continuation of high school work; they don't have conceptual problems with it; they generally come when they're stumped on a specific point which can be very difficult to answer; that's about all we seem to do.*

Chapter 2

EMERGENCE OF A PLAN OF ACTION

The first group meeting of the participating tutors was held a few days after distribution of the transcripts and the First Interim Report (June 8). It might have been better to have given more time for reflection upon the material, but since the process of talking, transcribing, summarising, typing and distribution had taken some weeks, there was an eagerness to get on with the job.

It was agreed that the discussion which occurred during the group meeting would be tape-recorded and that in due course a summary would be produced and circulated. It is more common for there to be a minute secretary who keeps a record, usually a very summarised one, of the discussion and who concentrates mainly on any final decisions which are taken. The use of a tape recorder has great advantages however.

1. If a member of the group were to be given the task of keeping minutes, that person would be much less able to be an active participant. The researcher/facilitator needs to be able to concentrate on all that is being said and cannot very effectively write down a record of what is said at the same time.

2. The report of a meeting is much more powerful and useful to participants when it reports individual contributions verbatim. It facilitates the development of a shared framework while recognising the contributions of individuals.

The report of that first group meeting as distributed to participants follows.

* * * * * * *

REPORT OF FIRST GROUP MEETING

At a meeting on Tuesday, 8th June, 1981, there was discussion of the first interim report into the tutor system within University Hall by those tutors who had contributed to the Interim Report.

Reactions to the Interim Report

Tutors felt that the Report had accurately reported their individual perceptions of the tutor system and accepted it without modification.

- *It is a very good document; I'm very impressed by it.*
- *The document gives us an excellent starting point.*

There followed discussion of how next to proceed.

How should we proceed?

The Interim Report was seen as a starting point.

- *All the questions the document raises are important; now it's a matter of getting it into shape and getting our priorities sorted out.*
- *We have to establish priorities among the many issues which it raises and from this general discussion we need to become far more specific and look at a number of issues in some depth.*

- *The same is generally true of Social Science and Humanities; people don't generally have production problems in getting their essays and so on finished.*

Some felt it would be desirable to find out from the students themselves what they wanted from their tutors.

- *We need to go back to the academic sphere and go back to our students and try to detect in which areas of study they feel weakest and where students next year will probably need most assistance; in that way we can prepare beforehand a scheme which has some structure.*
- *I get the impression that students in the Humanities use tutors more than those in the Science areas; so we should perhaps look into that to see if that's true and if so, why.*
- *Some never use tutors and so for them it's not important; but I think that if we could do some sort of survey as to why they're here, it would help us.*
- *If we don't directly address ourselves to the expectations of the students we're not going to get any response.*

It was also argued that the tutors should develop their own ideas about what would constitute a valuable programme and what tutors could offer.

- *I don't think it's so much a question of what students want from us as deciding what we can give the students on the basis of our own development and expertise.*

There were suggestions as to ways in which tutors could have more frequent and more effective contact with Hall students.

- *I'd be happier if the groups were allocated more clearly so that each tutor would know who the students in his area were; then you could actually go out and talk to them.*
- *After each semester you could go back to them and see what difficulties they were having and take particular note of them.*
- *It would be a good idea to have a post-exam meeting for first years to talk about how things went.*
- *Should a tutor know more about the tutorials being given at University? Should he have written answers to it? Should he have some sort of guide from the lecturers? Sometimes first years feel inhibited in using their university tutors whereas they may feel more at ease talking with us.*

But some tutors were worried about the narrow expectations which Hall students had of them.

- *The only thing they're interested in is how to do their tutorials, how to pass their exams and how to write essays.*
- *They talk about assessment a great deal, who's the best lecturer, who marks the hardest and so on; I hear them talking about techniques and strategies and assessment, but I don't hear them talking about the subject and that's what worries me; they come to me to talk about how to get a better mark rather than saying "Hey, this is an interesting topic; let's talk about it and discover something."*
- *They have a problem; they're under a lot of pressure; this is one of the defects of the system, I think.*

While everyone in the group agreed that there should be more to be gained from study at University than accumulating enough units to get a degree and that the Hall tutors could contribute to a more questioning and critical approach to study, all also agreed that any students who came to a tutor, even at the very last moment before a deadline, should be helped as far as possible.

- *At no stage should any student be discouraged from coming for a one-to-one discussion about course-related matters.*

Wider Intellectual Aims

Some tutors felt very strongly that a worthwhile tutor system in the Hall would have much wider intellectual aims than merely helping students to complete essays or papers or to prepare for exams.

- *The emphasis should be on stimulating people; getting students to think along original lines or asking questions which might even be considered naive within academic circles; the struggle to answer those naive questions is very important.*
- *I think our job is really to raise the general awareness of the community about intellectual matters.*
- *I'm interested in what the tutors' role is. Is it that we are here to give students the answers? My view is that we should not replicate the tutorials in the University. We should see ourselves as intellectual people in this place with a role in broadening the base of the students' own world view in terms of what they're studying and why they're studying and how they're studying. That involves not just sitting in the room with times on the door and waiting for people to come in; it involves engaging in discourse about these matters and that applies in all areas of study.*
- *We don't want to take the view that study can always be exciting and interesting and fulfilling; sometimes it is a grind. But I think study is more enjoyable if you can see a wider perspective for the particular piece of theory that you're trying to master at the time; and I don't think they get it up there at the University.*

At first some were either critical of these views or doubtful if such wider aims could be achieved.

- *I'll be quite cynical; I think much of the talk about wider aims is academic hogwash; it's all very well in theory but I don't see it working in practice; I agree with the ideas but I don't think we should get too carried away with phantasy.*
- *It would take a lot of skill, time and effort to make the wider intellectual offerings interesting to students given that they are mainly concerned with passing essays and exams.*
- *A major problem is to get people to come to those wider interest activities; I'm certain that if we'd run something for Economics we would have got a very negative response; what do we do about that?*
- *Who expects us to have this wider role? Not the students coming in! We have to be concerned with what the students want of us.*
- *Do we respond to the students expectations of us? I reckon if I just did that I'd be doing a pretty horrendous job for them. I guess I'm saying that if we share that with them, maybe there's something we can do about it.*

However, as the discussion progressed a variety of ways by which these wider academic aims could be achieved were proposed. It was argued that appropriate activities could serve a variety of purposes such as improving the social atmosphere of the Hall, making tutors better known and therefore more used, and giving academic staff an opportunity to mix with students in a more informal and personal way.

- *I think the wider interest activity is best promoted by a socially oriented approach with underlying broader educational objectives; as soon as you formalise anything like that, people will switch off.*
- *I can think of a dozen or so excellent movies which would be relevant to people's academic interests; for example, in Politics you could have "The Rise and Rise of Michael Rimmer". There are good critiques of medicine and of the science world on film which could act as a good springboard for discussion and people could be given a cup of coffee and a glass of port.*
- *It may be that if we do widen the base, there's a greater chance students will come to us earlier for individual help and not at the last minute.*
- *Perhaps we should invite academic staff down here for an informal gathering to talk to the students here; they could contribute to the film evenings or whatever.*
- *If we had more forewarning of the course-work, of what is to be taught each week, we might be able to plan our activities better.*
- *We could invite Directors of Studies down here, explain our general objectives and ask for ideas and suggestions and assistance from them; they should be able to suggest films, speakers, whatever.*
- *It would be a challenge to them to make their subject areas interesting to students.*
- *The academics could also relate their experiences as undergraduates; what they studied, where they went afterwards and what they did.*
- *It would be a marvellous trick if the speakers could be seen as relevant to current academic work and could also raise wider issues.*
- *This should be easy in many Social Science subjects because the material is organised thematically.*
- *We could construct topics so that they're multi-disciplinary; this would appeal to a wider audience.*
- *We could get these things off the ground under the umbrella of this Baudin Society which has just been formed; we've already got a number of names of people who could contribute; we're hoping to have such people at roughly two week intervals; but now we're thinking of adding another dimension to this, more closely linked to particular subject areas; perhaps even tutors themselves could come down from time to time.*
- *The idea behind the Baudin Society is already in operation; do we want to complement that or do we make that part of the role of the tutors?*
- *It has been suggested that the Baudin Society could be taken over by second and third year and post-graduate students; that would not be a tutor's function.*

- *Is the Baudin Society going to fulfil the needs for academic tutoring over and above the straight academic tutoring? I'd be inclined to think it's just one aspect of an attitude a tutor should have; I don't think we should have too strictly defined limits.*

- *We could have smaller societies forming such as a Science Society which would work in co-ordination with the Baudin Society to bring in people to talk in particular subject areas.*

Summary

It was recognised that the First Interim Report would provide an excellent basis for developing an effective tutor system within the Hall both in the short and the long term. It was recognised that this process would need to incorporate different points of view among tutors.

Discussions revealed that with respect to academic tutoring there was considerable agreement. It was agreed that students at present used tutors to a rather limited extent. There was a shared concern that students might see the tutor's role as being limited to assisting in the completion of assignment papers and a shared belief that it would be desirable if tutors could stimulate interest in wider academic and intellectual interests.

While there was at first some difference of opinion as to how realistic these wider intellectual goals were, considerable optimism appeared to develop as the discussion proceeded. While a clear strategy was not developed in the time available, the following points were made.

1. Tutors did not know what expectations, if any, students had of them. Student opinion should be surveyed.

2. One view was that students wanted a focus upon help to complete assignment work. Students should be given this assistance when they sought it; in fact, such assistance could be more effective than at present.

3. Another view was that students would be excited by being offered more stimulating intellectual challenges.

4. A programme could be organised which had relevance to current academic work and which raised wider academic and intellectual issues.

   (1) The activities in such a programme could have a strong social orientation.

   (2) Academic staff could be invited to tell tutors what was planned in first year courses in the immediate future, to suggest ideas for inclusion in a tutor programme and to contribute to the programme.

   (3) It was envisaged that such a programme could include debates, films and guest speakers all of which could be organised in a way which would encourage informal discussion and socialising as well as raising important intellectual issues.

   (4) While the newly created Baudin Society might take responsibility for some of these activities, it was not resolved what part the tutors should play in the running of that Society, whether they might organise other societies, or in what other ways they might achieve these aims.

The discussion was characteristed by an ability to find common ground while recognising individual differences in view point.

Next Meeting

It was agreed that a meeting should be organised as soon as possible, that the Dean, the other tutors and the members of the House Committee should be invited to attend.

- *I think it would be a very useful thing to get some resonance at this stage because we can be very closed when we talk about these things amongst ourselves.*

It was also agreed that these people be provided in advance with copies of the Interim Report.

- *It would be counter-productive to have a meeting without people having any awareness of the background and history of what we've been doing.*

It should be stated that the researcher did structure the transcript of the discussion in producing this report. This does not involve changing meaning but is simply a recognition that in free-flowing discussion a comment made at the end of a meeting may relate to an issue raised at the beginning; the raw data is simply re-arranged into a coherent pattern.

The researcher also quite explicitly placed his own meanings upon the discussion in the summary section. This is a necessary function, but there is a risk that this imposed meaning does not match the understandings of participants. It is therefore essential that these participants are asked to challenge that interpretation and/or offer alternative interpretations.

It subsequently became evident that some tutors believed that there was much less common ground than was suggested in the summary. It is likely, however, that during these exploratory discussions participants tend to look for and take particular note of differences and of disagreement. The role of the researcher/facilitator is, in part, to look for and take particular note of areas of agreement.

These differences in perception did not prove obstacles; it was simply agreed to let the process continue before judging whether the differences were insuperable.

Several important things are evident in this report.

1. There was a strong wish to identify areas where action could be taken. Awareness of differences of opinion therefore caused anxiety since action pre-supposed agreement.

2. There was agreement that academic tutoring should be the first area upon which to focus. A narrowing of the field makes it easier to develop a first plan of action.

3. Even though the enquiry was intended to produce a plan of action as an <u>outcome</u>, the very act of talking about possibilities had already facilitated action. For example, the Baudin Society had been set up, not arising solely as a consequence of the enquiry it is true, but assisted by it. This is a very important aspect of action research. The field being surveyed changes during,

and to some extent because of, the enquiry. This is why plans of action need to be constantly reviewed and modified as action research proceeds.

4. The group decided that further "reconnaissance" was necessary, this time seeking opinion and reaction from a wider range of people. Consequently a meeting was set up to which the Dean, the tutors who had not yet participated and members of the House Committee were invited. (House Committee consists of nine elected residents who are concerned with the social life of the Hall). This suggests that while the literature refers to an action research spiral in which the sequence of planning, acting, observing and evaluating events leads to another sequence of further planning, acting, observing and evaluating, the reality may be somewhat more complex. In this case the planning produced as a by-product some actions which were not closely observed. While the participants were still trying to pin down which actions to take formally, informal, but nevertheless important, activities were being stimulated.

A letter inviting the Dean, other tutors and the members of House Committee to consider the First Interim Report is attached (Appendix 3) as is a letter to the participating tutors (Appendix 4).

Chapter 3

WIDENING THE NET

In the event three meetings, to which the wider range of participants were invited, were held. The Dean and all tutors participated, including a newly appointed tutor. Only three of the nine House Committee members attended all of the meetings.

On each occasion a tutor was chosen to chair the meeting and was also asked to circulate a report of the discussion which occurred. The researcher attended as an observer. A report of the second meeting (June 22) was not in fact produced. Reports of the other two (June 18 and July 1) are attached (Appendices 5 and 6).

The first meeting discussed the nature of academic tutoring, the issue which had assumed prime significance at the meeting of tutors on June 8. It concluded with a feeling, certainly as reported in appendix 5, that there were still serious differences of opinion as to what constituted a good tutor system.

The members of the House Committee indicated at the second meeting that the First Interim Report had been discussed at their last committee meeting. They spoke about the social and pastoral care role which they thought appropriate for tutors. Much time was taken exploring the kinds of relationships which were desirable between tutors and residents. Potentially tutors could be seen as "friends", as "moral watchdogs" and as "disciplinarians". Whether these roles were compatible or desirable was discussed in some detail, but no resolution achieved.

The third meeting sought to confront the question "Why have a hall of residence?" The main focus was the Hall as an institution which facilitated transition to the University and in that context there was discussion of Orientation Week, orientation of new residents to the Hall and the most desirable composition of a Hall community.

Throughout these three meetings there had been a great deal of valuable discussion. There was no clear emergence, however of a consensus which would lead to a clear plan of action. Some tutors were, I judged, becoming frustrated that all their efforts were not producing positive results in terms of concrete action though, as stated earlier, individuals were already developing new programmes which were proving to be successful. The newly formed Baudin Society had, for example, already held a series of well attended meetings on a variety of cultural and academic topics.

Since the group meetings were not producing the desired consensus, I suggested that I would like once again to talk to the tutors individually and again to produce a report upon their perceptions of the situation. They agreed, and this time all tutors participated. The process of talking, recording, transcribing and summarising previously described was repeated, resulting in the Second Interim Report, the text of which follows.

It should first be observed that the initial round of discussions had provided a picture of the tutor system as it was with some speculation as to how it might be. To move towards some agreed plan of action it seemed necessary to ask people what they personally would like to do.

The first question was therefore directed to tutors personally in the belief that more concrete suggestions would be elicited than if people talked about what tutors in general ought to do. The second question was designed to elucidate what degrees of freedom they considered the tutor system should offer individual tutors, hopefully opening the way for a negotiated settlement with respect to aims and purposes. The third question sought to put the tutor system into an administrative and social context. The questions were as follows:

1. If you were a tutor next year, what activities would you like to be involved in and what responsibilities do you think you should be given?
2. Do you think that the activities and responsibilities you've described should constitute a set of guidelines for all tutors?
3. What relationship would you see you and the other tutors having with the Dean and the House Committee?

Tutors were also given the opportunity to make any other comments which they wished about the tutor system as it was and as it could be.

* * * * * *

AN ENQUIRY INTO THE TUTOR SYSTEM IN UNIVERSITY HALL

SECOND INTERIM REPORT

ACADEMIC TUTORING

All tutors agreed that academic tutoring should be an important part of their role in the Hall. However, tutors often distinguished between a kind of academic tutoring which they considered educationally desirable and forms of tutoring which students often requested. The dilemma which arose was the extent to which it was desirable to depart from more ideal forms of tutoring in order to meet the immediate, short-term needs of students.

This issue is illustrated by an experience described by one tutor and which is worth quoting at some length.

> - *One of the early encounters I had last year was a student who came in and said "I have got a questionnaire to do. I have got to go and interview people in the unemployment offices and I know nothing about Australian politics." She wanted me to give her a sketch or outline of what Australia's major political parties do.*
>
> *I played the game. She had a note book in front of her and she virtually copied down everything I said and asked me to slow down on occasion so she could get it all down. I sensed at the time that what I was doing wasn't particularly useful. I was just doing the work for her.*
>
> *I had been talking about the Liberal Party. She asked what policies they had because she knew nothing about Australian politics. I said "They believe basically in goodness, low unemployment, low inflation, economic growth, wealth and prosperity for the people of Australia". She wrote all that down and thought it was great stuff. Then we came to the Labor Party and she said, "Well, what are the Labor Party's policies?" I said "What do you think they might be?" She said she didn't know because she knew nothing about Australian politics. And I said "Do you think they would be in favour*

of high unemployment, high inflation and things like that?" She said that she didn't know because she knew nothing about Australian politics.

Now I am sure that she went away feeling, at least from the notes that she took, that I had been of some use. I would suspect that I was fairly damaging. I should have refused to play the game and hand out information of that kind because she simply stopped entering into any thinking about it.

Now that worries me and it worries me that that's the sort of thing we have all tended to do. That's not an academic role. It's not an educational role. If we are going to do that sort of thing, let that be made clear in the guidelines but let's not call it academic tutoring. I would say, in fact, that what I should have done in that encounter was to challenge her and make her think and perhaps have left her a lot more dissatisfied with what I was doing. I think that would have been more educationally sound.

Tutors in fact all agreed that this academic role should be one of encouraging critical thinking.

- *I would say do not simply provide information and certainly always attempt to have the people think for themselves.*
- *I think a lot of work has to be done to change the mentality of the student who comes in here. We need to stop them being overawed by people who are doing Ph.D's. First years are sometimes unable to grasp the fact that Ph.D students are very much ordinary people.*
- *Study should be something looked upon as more enjoyable, despite the pressures that are there. We should try to introduce this element of fun.*
- *I have been listening recently to some tapes by philosophers of science. I feel that it is rather sad that some students don't get anything along those lines. They just go into Uni as if it is an extension of matric. science and they just carry on without asking any fundamental questions about what science is all about.*

It was recognised that students would approach tutors with specific questions about course material and felt that such approaches should be encouraged. The expressed concern was how best to respond to such questions. It was argued that the best response was to help the student to work through the problem in order to gain a wider understanding rather than a particular answer.

- *I think a lot of the specific questions could be answered by the people themselves if they thought along certain lines. I have been shown certain ways to solve problems and I think that if I passed those on it would be of help.*
- *When a student approaches you, you really have to pinpoint the areas which are most important. I usually find that in biology and chemistry the major problem really is in the grasping of certain concepts rather than using the information as such.*
- *I think that if it was made clear to people what we were about, that in fact we weren't being rude if we appeared to be rejecting a request for help because we have a higher purpose in mind, then students would accept that.*

- *We could explain in the handbook which always goes out at the beginning of the year what our objectives are.*

The role of academic tutor in the Hall was seen to involve a variety of activities. In general terms these included one-to-one tutoring, tutoring in groups and being involved in broader but related activities such as debates and specially organised discussion meetings.

One-to-one tutoring. There was some disagreement as to how much demand there was for one-to-one tutoring.

- *In my experience this year there is not an awful lot of demand for one-to-one tutoring. There is a floating population of half a dozen who consistently come to me; that's less than a quarter of those in my area of expertise.*
- *I think, as we discovered during those talks with the House Committee people, that the Hall tutor, when it gets down to the nitty gritty detail, is the last port of call.*
- *Personally, I have seen a fair few students this year. Perhaps it's because I know them at a personal level through social activities.*

In any case, tutors agreed that they should be available for one-to-one tutoring when required.

- *I am not devaluing the one-to-one. People have a right to it if they feel they need it.*
- *We should definitely be available for one-to-one tutoring. It's not something which I rate very highly or see as being very integral to the role of the tutor in the Hall. But when people really need it, then sure you are there and you can help out.*
- *I see nothing wrong with one-to-one tutoring. Especially for first year students. I think they are floundering a bit in first year, most of them. They are not too sure what to expect and as a result of concrete assistance they can get reasonable grades and it gives them more confidence. I think that's part of intellectual development, academic development, getting self confidence.*

They also agreed that the educational objectives in such on-to-one tutoring was to assist students to reach an understanding of the material being studied rather than providing the answers to questions. Some, however, thought that there might be occasions when a great deal of support was warranted.

- *I think you shouldn't spoon feed them. I mean, you don't simply give them the answer. In giving them the answer you show them how it's arrived at. In other words you teach them in the same process. For some students you may only have to make suggestions for them to find the answer themselves, but others who are confused or timid and unsure need firmer support. I think sometimes you have to spell it out for them. Especially those, like overseas students, who are struggling with the language. Probably the best thing you can do for them is really help them because if they go down in that first term they may never recover.*
- *I don't think I am qualified to provide specific answers. I certainly couldn't provide such answers on the spot. But I do feel that I can help the students with an essay without providing them directly with the answer.*

- *From the response this year, one-to-one tutoring usually involves giving technical answers and then going in deeper. I would like to go further on lots of broader questions and talk about broader things.*

Tutors felt that their role was most difficult to define when students came to them at the very last minute and asked for assistance. It was agreed that it was unfortunate that some students left things to the last minute, that nevertheless as much help should be given as possible, that even at that point the student should be helped to work through the problem, and that at the end of such a session the student should be encouraged to plan his or her work better in the future so that there would be sufficient time for discussion of areas with which they were having difficulty.

- *I would say even at the last minute there is no reason why one couldn't adopt the approach that makes people think for themselves; obviously that still can be done even at 12 o'clock the night before a paper is due; some students stay up all night. We could still give help in those last minute cases - a kind of help.*
- *If by the third term you found that they had made no effort to develop their own skills, you might have to spell it out that you weren't in the business of doing people's work for them.*

Group tutoring. All tutors agreed that small group tutorials should be held to discuss course-related matters.

- *We have to get a better response. One way is to have a big initial meeting. Perhaps one night in Orientation Week we should schedule meetings of Physics, Biology and so forth.*
- *I would like to bring students into my room to have a discussion about what they think the course is going to be like, go through the syllabus with them, look at what courses they will be doing and what they think of them. Talk to them about their study techniques right at the beginning. Get to know them a bit better. I think if we contribute to them right away, then they will think about coming to see us a bit more often.*
- *I would say that it would be a good thing to have regular tutorial group meetings. I believe it is absolutely essential. A regular meeting once every three or four weeks at a minimum.*
- *From my experience it's really best to organise meetings about once every two or three weeks according to the need and to get feedback from the students; that way you'll know what difficulties students are having and you can organise the next meeting on the information you get.*
- *As a result of the first meeting I would arrange days and times and dates of tuition that would suit the students.*
- *I would try and work a tutorial programme around people's essay topics. It would be a sort of intellectual exercise, helping people to ground themselves in what they are studying.*
- *I would hope that I could make it open so that other people could come along. Anybody who wasn't doing politics but was thinking of picking it up as a first year subject next year could perhaps come along and sit in on these open-ended discussions.*

Other activities. Tutors supported the idea of being involved in a range of other activities designed to heighten and broaden the intellectual interests of Hall students. Many spoke of the success of the recently established Baudin Society and saw it as evidence that there would be support in the Hall for quite a range of activities of this kind.

- *I am quite happy with what's happening this year. I think the tutors should continue to be responsible for the Baudin Society. I think it is a good forum for the tutors.*
- *I think the Baudin Society and similar activities of academic interest such as having guest speakers in, should all be part of our academic role; perhaps an even more important part than we have given it so far.*
- *Next term two of the tutors are running a course in the philosophies of science based around a series of tapes dealing with the nature and meaning of knowledge; this should be really fantastic. Activities such as this are really really good in the sense that people can gain from them material which will be of use all the way through their Uni degree and later on.*
- *You could organise groups of discussion about controversial points; that would be a possibility. Perhaps it would be worthwhile attempting to create small societies where current points are discussed and debated. I think a debating society would help.*
- *I would be more inclined to put my energies into things like running film nights with discussion groups and debating - that sort of extra curricular activity.*
- *There's trips to places of business that might be of interest to economics people; I certainly see the value in that.*
- *I am suggesting that if these wider activities occur they could be of benefit to the tutors as well as to the undergraduate students.*
- *The next thing I would like to see is some sort of area set aside where this sort of activity can go on at a less formal level. A quiet room, a library if you like. We've got the first volumes for a library last night. We are going to try. As soon as we move the shop we will try to set up some sort of a library. We will try to turn it into a sort of reading, discussion area.*

Involvement of academic staff. There was support among tutors for seeking some involvement of academic staff in the academic aspect of the tutor programme in the Hall.

- *I would imagine that the academics could hand out some sort of guide for tutors in the Hall. Perhaps there could be some sort of meeting arranged between the tutors in the Hall and the appropriate lecturers.*
- *Tutors need to be more aware of what the academics are looking for, what kind of answers they may be looking for. Then they can guide students. Theories change and there are different emphases on different parts of theory depending on what's in vogue.*

It should be noted that in earlier discussions it was also suggested that academic staff could be invited to present papers or lead discussions on a wide range of topics of interest to Hall residents.

Guidelines for academic tutoring. It was agreed that an academic tutoring programme in the Hall should include the above elements. It was also agreed that tutors should be given considerable freedom to decide in which areas they wished to devote most of their time and the methods they wished to adopt.

- *I think you have to recognise the fact that people are different and that they have different interests and leanings. There can be some general guidelines given (such as hours, that type of thing), but within those guidelines, people should be given the freedom to be responsible for the area for which they consider themselves best suited.*
- *I agree that not all tutors should be bound to follow the same techniques. Because subject areas differ. And I really think it is a matter of personal opinion as to which is the best educational technique.*
- *Obviously my approach depends very much on me. My outlook and my concerns and my own feeling about what University life should be or is. In a sense it's not something that anyone else could undertake to do anyway. So I wouldn't see my programme as being something which other tutors should do or be made to do or be given the impression that this is what they have to do.*
- *This might be something to keep an eye on when selecting tutors. Try to find people who are specialists in various areas, but who are also broadly interested in intellectual, academic matters, who are thinking people.*

The implication of this is that potential tutors should be aware of the range and type of activities they could be involved in, that those selecting tutors should try to choose people with a wide range of interests and abilities and that tutors should be required to come into the Hall sometime before Orientation Week in order to develop a coherent programme which would employ their various talents to the full.

SOCIAL ACTIVITIES

All tutors agreed that it was important for people in the Hall to feel a sense of community and that social activities were important ways of achieving this.

- *Within the community of the Hall there has got to be some healthy fostering of social activity.*

Tutors had many ideas about how they could contribute to the social life of the Hall.

- *We could organise some cars for the students who are here to go somewhere. Needn't be the same thing every weekend. Go to a show; go away for a weekend. I mean there are all sorts of possibilities.*
- *I have a speciality in doing magazines, books and papers and things like that. Last year I was with the Hall newspaper. So there is a social thing. It's my speciality and so it's one that I would be pushing a lot.*

- *I like to arrange for people to eat together on the weekends. It's very informal, no invitations. We meet one week and say "Everybody is going to cook fish next week", and everybody does it in their own different way. On the weekend there is no food provided at the Hall anyway, so everybody is going to cook. Eating is more of a social thing. Rather than eating on their own, people prefer to come along and share their food.*

- *I think our social responsibility really involves our initiative to encourage interaction. The best way of doing this is to invite people for coffee every now and then. Possibly it would be when one is on duty. You could invite residents over, in small groups I would suggest, and just talk, just get to know each other better.*

- *I wouldn't mind being on weekend duty for something like one weekend in ten. We could have everybody rostered. That would be an ideal opportunity for the tutor not just to get to know his own peer group but to get to know all of the people who stay in at weekends. And those whose parents are in the country, or overseas, who don't have the opportunity to go away at weekends, would get to know that group. And I think they are the group that need more pastoral care, more support if you like, more social support.*

- *It wouldn't mean I have to organise a bigger disco than last week but I do my thing - something totally different. I think it would be a question of doing what you felt comfortable with and you would have nine weeks to plan it. You would get to know the people who stay in at weekends and you could go and see them and say, "Look, have you got any ideas?"*

It was recognised, however, that the House Committee had a strong interest in this area and it was agreed that tutors might often initiate social activities and then encourage others to take responsibility for their continuance.

- *I see organised social activities as being a good way of developing community spirit and helping those initial interactions among students but I can't really see that there is any need beyond the first few weeks. And I think the joint House Committee/tutors orientation committee should be able to provide those social functions that are needed in the beginning.*

- *The role of the tutor might be to encourage other members of the Hall to take responsibilities.*

- *I don't think that you should create the atmosphere that the tutors have a monopoly on the activities in the Hall. I would be in favour of involvement by the residents.*

- *I don't think it would be a very good idea for a tutor to have a monopoly on social activities. I would obviously discourage that. He might be behind it. He might even start it off, as an example, and then just let it take its natural course. If it seems like dying out, he might just spark it up again.*

Not all tutors wanted to be involved in organising social activities of the kind discussed.

- *I think some tutors might have special interests, special talents and I think that they should be exploited. And why not? We have all got different gifts, if you like. Well, let's share them. I couldn't possibly organise a football club.*

- *To tell the truth, I find it very hard to socialise with 17 year old first year students. I am not overly concerned about being involved in the social aspects of the Hall. But other tutors could step in and could make an enormous contribution in that area. I personally couldn't.*

It again seems clear that tutors should be required to enter the Hall some time before Orientation Week in order to establish their respective areas of interest and expertise and to develop a shared understanding of their objectives and of the contributions each could make to the over-all programme. It should also be stressed that the academic activities described in the first section of this Report also have important social value.

It seems also necessary to review any programme from time to time during the year. While it is clear that an absence of social activities would be undesirable, it is possible that an excess of these could conflict with other objectives of the Hall. Some monitoring procedure would allow a suitable balance to be struck.

OTHER RESPONSIBILITIES OF TUTORS

Tutors referred to three other areas of responsibility viz., pastoral care, supervision, and administrative responsibilities.

Pastoral Care. Of the above three areas of responsibility, this provoked by far the most comment. Much was said about a kind of pastoral care which they thought inappropriate.

- *I wouldn't like to have to offer counselling to people who have personal problems. I don't think a tutor should be expected to do that because he has no training and maybe less experience than the student involved.*
- *We tend on occasions to talk about tutors as if they approach the professional status of a counsellor of some description and I think that's quite dangerous. I certainly don't have any confidence or training in counselling people regarding, for example, psychological problems they might be having. Guidelines ought to make it very clear that people are not to act in the professional role but rather that they are to refer people or try to persuade residents to go to people with appropriate qualifications.*
- *I don't think they should be involved in the personal life of the students at all. Unless they are good friends.*
- *Well I think the Dean should be the top of the pastoral care system and we should be able to refer any problems with the students and he should be willing to take on that role. I can't see at the moment any problems which need to be referred to the Dean but if there was, and consent was given by the students, then the Dean should take that.*

It was suggested however, that tutors could fulfil a valuable pastoral care function by actively seeking to interact with people in a friendly way and getting to know them.

- *As far as the pastoral care side of it, I think it is just a matter of tutors going round and saying "Hello, my name is so and so."*

- *Pastoral care would just be social interaction between the tutor and those people with whom he has made friends.*

- *I think it's a matter of keeping an eye on people, not in any sense of policing their activity but seeing that they are comfortable with themselves, fitting in in a natural way to the environment and developing self assurance. And I think you can sense that by just mixing with them in corridors and so on. You sense those that are not happy, who don't feel comfortable and they are the ones I think you need to pay a little more attention to. I think, without making it an awkward scene, you can ask them in for a chat or take the opportunity of knocking on their door just to say "How are you going? How are things? Have you had a heavy day today?" Casual remarks that will help to draw them out. That I think is terribly important. That is, I guess, what pastoral care is all about.*

- *I think early in the year the activities, the corridor parties, the sitting at different tables and so on, is a thoroughly appropriate job for a tutor to do as long as it doesn't become purely a matter of wanting to get in good with the residents or for other reasons that aren't entirely genuine.*

Some tutors might experience difficulty even with this more limited pastoral care role.

- *I don't think it should be the requirement of all tutors that they be father figures. I can't be with my age and my experience. I am finding that I am only now able, after half a year, to get out and talk to the students easily. I just wasn't able to early on; it was just too hard.*

It would seem from the above that, even if a more limited pastoral care role for tutors was set down, this might prove an area of concern for some. It would seem important that a tutor group should establish sufficient confidence in each other to be able to talk about difficulties in relating to residents so that support and assistance could be given when necessary.

Supervision. Tutors agreed that they had a responsibility to keep an eye on how things were going in the Hall and to take some action when the behaviour of any resident was inappropriate. They expected to be rostered as duty tutors as part of this responsibility. However, they rejected a policing role and advocated a direct but low key approach.

- *At its simplest level you've got a moral obligation to the other people to make sure that the lowest common denominator of civilised existence is there.*

- *Noise and record players at night and doors slamming and that sort of thing. I don't see any problem in handling these situations. You know, just say "It's late. Cut out the racket", or "Don't kick the ball in the bloody corridor", "Don't ride your push bike around", and so on. That's not any hassle.*

- *Being a tutor, you have got some buffer around yourself which allows you to do it. I think if you do it in a reasonably peaceable manner then you don't need the buffer zone of being a tutor. People are quite happy to have it pointed out to them that they are getting carried away.*

- *The responsibilities are I suppose to be a responsible person, someone who is leading by example. Things like behaviour standards are set by the example of the tutor. I do think that there is a definite role for tutors, not a policing role, but a role in modifying behaviour around the place.*

Administrative Responsibilities. Tutors referred only in passing to the various administrative responsibilities which they might be given. They considered it necessary that a clear statement of these be given at the beginning of the year and that the amount of time which a tutor could reasonably be expected to devote each week to the job be taken into account when defining these duties. Tutors thought that administrative duties should form a minor part of their total work load.

RELATIONSHIP BETWEEN TUTORS AND HOUSE COMMITTEE

The tutors saw themselves as being an integral part of the Hall community and, as a consequence, having a close relationship with the House Committee.

- *I think there should be some system by which we can liaise more closely with House Committee than we have in the past.*
- *There should be some sort of formal connection between the two, letting them know what we are up to and us being aware of what they are up to, so that you do have a decent interaction. So you do start to develop a feel for things happening in the Hall and of the Hall doing things as a Hall instead of isolated groups of people here and there doing this and that.*
- *I would like to see, with respect to the day to day running of the Hall, as much responsibility as possible given to some composite of the House Committee and tutors.*
- *I think that this evaluation committee which we have going at the moment with the Dean, the tutors and the House Committee representatives is a good idea.*

Some tutors argued that the tutor group should be formally represented on House Committee.

- *I think that one of the tutors at least should be automatically elected to that Committee. Tutors should specify one tutor to be a member of the House Committee.*
- *There is perhaps some merit in having a formal representative on House Committee, a tutor sort of ex officio who was either elected by the students as tutor to be on House Committee, or by the tutors, or by House Committee and the tutors getting together and nominating one of the tutors.*

Others were wary of this proposal, fearing that tutors could be too influential on House Committee thus discouraging initiative from other residents.

- *I went to a couple of House Committee meetings last year and I found that I was a sort of adviser in the corner. I didn't take part. There can be a place where you can give a comment, but if you become the authority person then you defeat the idea of the House Committee.*

- *It should be made known that tutors, like everybody in the Hall, are entitled to sit in on House Committee meetings, are in fact encouraged to sit in. But I think it should be stressed that they shouldn't interfere.*

There was considerable support for the idea that House Committee and the tutor group should schedule meetings specifically to exchange ideas and information.

- *I think it's almost essential that they get together occasionally and chat.*
- *Perhaps once a term is too infrequent. The first meeting should perhaps be straight after the House Committee gets elected and they throw around some ideas. Perhaps we would need one meeting at the beginning and one meeting at the end of each term.*
- *I don't necessarily mean there will be a chairperson and a formal meeting but I mean that on such and such a date we meet in order to exchange ideas about what's going on. Have a sort of beer and cheese thing. I think that is a tremendous idea.*

RELATIONSHIP BETWEEN THE TUTORS AND THE DEAN

The tutors all agreed that the Dean was the administrative head who must take responsibility for policy decisions.

- *The Dean is the executive, the axis around which the day to day working of the Hall revolves. I think he is like this or should be regarded as such.*
- *Well I think for a happy community it is essential that all should be involved; but we must all accept that the Dean has the overall power to make the final decisions.*
- *The Dean's role in my view is to provide leadership in relation to a whole range of activities and I would say that the philosophy of the tutor system, the philosophy of the Hall by and large, should be coming from the leadership that the Dean provides.*

The Dean was also seen as ideally having a special relationship with the tutors.

- *I think the responsibility for getting all the tutors together to work as a team cannot be delegated. I think it is the job of the Dean. The Dean has to see the tutors as his team and they have to see him as their leader.*
- *I think having the Dean sit in on the tutors' meetings regularly is a good idea. Let him take over the role of senior tutor. I think that's really the Dean's role. If he is to be an administrator then he doesn't have a role in the tutoring system. If he is to be a Dean, an academic Dean, then he really is the senior tutor and he should have a direct link to the tutors and I think tutors should be able to feed back directly to him.*
- *I think the tutors should be as informed as possible about all aspects of very important issues like problems of finance. So to the extent that we are part of the Hall's administration, then we should be as aware of administrative problems as anybody else. I don't see any purpose at all being served in a Dean working on a need-to-know principle.*

While tutors saw the Dean as ultimately responsible for making policy decisions, they wanted to be kept fully informed and believed that a wise Dean would seek and take heed of tutors' views.

- *I suspect that we should have no expectations of a Dean. But I also suspect that the Dean should be advised to consult with the tutors. I don't think we should expect to be consulted although I dare say we have a lot to offer in the way of opinions and knowledge about the place and it would be foolish for the Dean not to.*
- *I think that if you have got an intelligent Dean who does consult, especially with his tutors and the House Committee, I can't see him making too many blunders.*
- *The tutors are an excellent source of advice. They are very close to people who live here, they have a wealth of knowledge about what goes on and a Dean would be quite silly not to canvass the ground and to take benefit of their advice.*
- *We have had experiences last year of the Dean taking decisions and it is really obvious that if he had asked for opinions or discussed it with tutors, the decisions which were unfortunate would not have been made.*

Tutors considered it essential to have appropriate consultative procedures. There was considerable comment on what these might be. Some totally approved of the present arrangements.

- *I like what I see going on now with the Dean and the tutors where there is a great openness and tremendous rapport. And there is a sense of joviality about it.*
- *Well of course it should be friendly and co-operative. That is most essential. Tutors are essentially the auxiliaries of the Dean.*
- *I think it is going reasonably well with the Dean, I think he's got the right approach. He consults with his tutors before he makes any decisions.*
- *The Dean almost always seems to be there and talks to you and listens, will accept ideas. Also we get some feedback from him out of it so we know what to do next.*

Others thought there was need for further clarification of the relationship between tutors and the Dean.

- *I would like to see some discussion of the extent we are accountable to the Dean. I would say that in the guidelines there should be some indication to tutors of the extent to which we can be held accountable or responsible for the things that happen in the Hall. That might apply to something as simple as suggesting that someone ought to leave the Hall.*
- *We need guidelines letting tutors know what sort of back up they have got and to what extent they are supported.*

And others argued for consultative procedures which might be open to a wider audience.

- *I would argue for an open consultative process which hasn't really happened even now. It's still very much the Dean who devises the agenda and what he wants to say about what's on the agenda is what's said. The issues that are brought up are rigged and the way they are put across is rigged. I am probably*

in a fairly privileged position. I know a lot of what's going on behind these agenda topics but I don't feel that information should be limited to just people like me.

- *You can bring a topic up at the tutor's meeting, but in any formal sense that doesn't happen because there is no system which allows the agenda to have items placed on it. Mainly because the agenda is in the Dean's head most of the time.*
- *We need somebody in the tutors group to take responsibility for being chair and a minute secretary. I would think that would be quite essential. Agendas and minutes should become historical records for future years.*
- *Tutor meetings have not been open to observers. I think that's probably because you are never too sure about what's coming up at a tutor meeting and that might be one of the problems.*

DEVELOPMENT OF POLICY GUIDELINES

While all of the above provides a basis for a set of guidelines for tutors, it was recognised that next year there would be a new Dean and a new set of tutors. It was therefore argued that next year, before Orientation Week, the Dean and the tutors should work together to develop a shared understanding of the objectives of the tutor system and the ways in which these could be achieved.

- *It is important to have some sort of cohesion amongst the tutors, a shared belief. That requires discussion. I reject the view that all opinions are equally worthwhile in relation to this sort of issue.*
- *I think that the Dean and the tutors have got to have virtually the same aim. I think any separation is bound to lead to a polarisation. I think the Dean and tutors have got to be one solid group.*
- *We need to be a more coherent body of people who are working in the Hall. I don't think that has happened this year. It has happened with some of us but it has certainly not happened as a group and I think we need that sense of solidarity and commitment to the Hall and to the academic and social environment that we are trying to generate.*
- *I feel it would be absolutely essential to get the tutors in as a group before term starts, before Orientation Week, and have a whole week, a week and a half perhaps, to discuss the running of the Hall, the administrative and financial structures, the relations with the University and then discussions of what the tutors saw as being the aims of the year, academically and socially. Then we could develop some fairly loose division of duties among the tutors depending on their interest, personality and constraints.*
- *I would be in favour of a clearer delineation of the sorts of things tutors were expected to do and it might follow from the early discussions. Perhaps the attendance of tutors at House Committee meetings could be written into a guideline, for example, because the guidelines in the past have been very vague. And it might be better to operationally define more closely the sorts of things a tutor is required to do.*
- *I think there should be a proper orientation programme for new tutors. I was given none. I knew nothing for three weeks. I only just found the dining room. I didn't meet anybody for a week.*

- *An issue that could come up in the discussion sessions at the beginning of the year would be exactly what is the Hall doing there anyway. Given the constraints, how do you achieve whatever aims you set up?*

- *At this early stage tutors mightn't have any formal knowledge of teaching and methods of teaching. So therefore I think there should be guidelines given relevant to methods of putting across a tutorial - the effective way.*

Other ways of assisting new tutors were suggested.

- *I would put a plug for a decent kind of handbook. So you can orientate yourself in the first couple of weeks. You can orientate yourself in a day to some degree just by sitting down and reading. But when I walked in this year - I guess I was there for two weeks - I expected to be met by the Dean on the first day like I would expect to be met by an employer. For two weeks I had no formal contact. Just took a long time to get to know anyone.*

- *I think there is a need for two handbooks - a tutor one and a resident one - and the tutor should have a good idea of what is in both. The tutors' handbook should include some sort of contract of employment, where you stand today, tomorrow, what happens if you fall down stairs and you are in bed for six months. And you need to know things like how the lift works and how the lights work.*

Apart from developing a shared understanding of the aims of the tutor system, it was seen as essential that tutors develop, or be given, a clear understanding of the time they should devote to their job and how much they should allocate to their various tasks.

- *This year it transpired that some tutors had more work than others. I would like to see that evened up and I think this is an area which can be gone into satisfactorily by giving more time to it prior to beginning of the tutorials.*

- *The number of hours tutors worked on certain days early this year is staggering. Nobody knows the number of hours. We were given to understand that perhaps a minimum of six hours plus the hours spend as duty tutor. Six in the evening to nine in the morning and nine in the morning to six in the evening. That would be the maximum they would have to do.*

- *I think there should be a number of hours set so that tutors know what is expected because you get in the situation sometimes where you have just finished seeing a couple of students for tutoring and then you find you've got meetings, which are time consuming. Then there's an administrative type function too. Forms - collecting forms and distributing them - that is a real pain. Especially because you just can't get in touch with the students at these times.*

- *It has been said to me that the tutors working in this place do a lot more than tutors in other institutions. Tutors in other institutions are very often required to spend a couple of hours a week. It might be a good idea to restrict tutors' activities so that they are not going to spend a lot of time chasing around, putting bills under doors and things like that. That should be someone else's job, not a tutor's job. We should have a fairly specific academic role and that's going to be roughly what we do the whole year.*

EVALUATION OF THE TUTOR PROGRAMME

While this subject was not raised specifically in this round of discussions it was sometimes mentioned in passing. One view was that tutors should keep a record of their contacts with students.

- *I think that the students would expect the tutors to keep some record of the academic tutoring and the students progress in that area.*

However, some tutors were opposed to the kind of record keeping proposed at the beginning of the year.

- *I have an intrinsic dislike of the suggestion as it was at the start of the year that we keep very detailed records about our contacts with students.*
- *A record everyday of what we do and then hand it in at the end of the term as a tutor report! To me that seems a completely unrealistic chore to place upon tutors.*

On the other hand, some felt that some form of on-going evaluation of the programme was necessary.

- *I think it is very important to monitor the situation all along the way and I would argue that in tutor meetings, say at least once a month, we could discuss the academic roles that we perform. And I would also like to see a mechanism by which tutors could discuss the encounters they had in the teaching situation.*
- *If you are doing work you like to have satisfaction out of it both from the tutor's point of view and also from the students' point of view. Therefore you have to be able to monitor progress. This is essential.*

Clearly further discussion on this matter is necessary.

TUTOR SELECTION

The previous report made reference to the need for careful selection of tutors to ensure a broad range of ages, interests and abilities. The need for female tutors as well as those who could relate well with particular groups such as those from the Sturt campus or those from overseas was mentioned. These matters were raised once more.

An interesting additional comment was that it is difficult to select tutors if no adequate policy with respect to the aims of the Hall and the tutor's role within it has been developed.

- *I think a selection procedure should discuss these sorts of issues. I was on a committee which interviewed about 4 or 5 people for a tutor's position in the Hall. They really had no idea about what the place was, and we really had nothing to tell them in relation to our philosophy. It's hard all round and that's part of the reason why people come in and they feel their way because there isn't any clear direction of what they should be doing.*

To the writer, a striking characteristic of the conversations which led to this second report was the degree of consensus which existed.

Certainly there were different views of what tutoring in the Hall should be about, but they were often more differences in emphasis than fundamental differences. There appeared to have been some very real shifts in understanding as a consequence of discussions over the previous weeks. And every tutor supported a system which allowed enough room for individuals to focus upon that aspect of tutoring in which they felt most competent and with which they felt most comfortable.

The main objectives of academic tutoring now seemed to be agreed upon and the ways in which individuals could pursue these objectives were specified.

There had been considerable refinement in thinking about the social role of tutors within the Hall and a workable relationship with the House Committee seemed to be emerging.

An acceptable restatement of the pastoral care function, which had previously been a source of considerable concern, emerged as did a view of the tutor's supervisory role. The internal contradictions evident earlier appeared to have been resolved.

A new development was a view of the kind of relationship which could exist between the tutors and the Dean; this clearly needed further thought, but it was an important contribution to the overall picture.

Another important issue which was raised but which invited further thought, was the concept of an on-going evaluation of any tutor programme. Having clarified their thinking about what a tutor system might ideally be like, at least some tutors saw value in monitoring and evaluating any programme which was actually instituted.

At this point I believed that the tutor group was a great deal closer to having reached agreement with respect to one of their objectives, a guidelines statement, than they perhaps recognised. I therefore decided to draft a set of guidelines based upon the Second Interim Report and to distribute it with that report and with a covering letter (Appendix 7) which indicated that there were a number of matters not sufficiently clarified to be incorporated into the guidelines. The text of the draft guidelines statement was as follows.

* * * * *

TUTORING IN FLINDERS UNIVERSITY HALL

GUIDELINES

INTRODUCTION

Throughout much of 1982 tutors in University Hall discussed at length ways in which their roles should be defined. New tutors are asked to obtain from the Dean a copy of the Report entitled "The Development of a Tutor Programme in a University Hall of Residence" and to read it carefully. The guidelines to tutors laid down in this document have arisen from that enquiry.

These guidelines are at times expressed in general terms. This is because it is believed that each group of tutors will need to define in specific detail their own tutor programme in the light of their own interests and abilities.

Tutors will be required to come into University Hall two weeks before Orientation Week in order that, in collaboration with the Dean, they can discuss these guidelines and begin to spell out in concrete terms a tutor programme for 1983.

ACADEMIC TUTORING

The major function of tutors in University Hall is academic tutoring. It is not intended, however, that they should simply replicate the functions of tutors within Disciplines of the University.

In the broadest sense, the role of tutors is to contribute to the creation within the Hall of an academic community. The objective is the development of a feeling of community among a group of people who have a central concern with academic and intellectual issues, the development, in other words, of a community of scholars.

In pursuit of that objective, tutors will engage in activities designed to encourage students to adopt a thoughtful, critical and confident approach to their chosen areas of study, and to develop wider intellectual interests beyond the more narrow academic focus which their studies might require.

Tutors could undertake a range of activities in order to promote such a community.

1. Tutors should participate in orientation activities within the Hall and take every opportunity in the first weeks to become known to Hall residents, particularly those studying in subject areas related to the tutors' own academic expertise.

2. Each tutor should arrange a group meeting of those students studying in subject areas related to his/her own academic expertise as early as possible in first term.

   (i) At that meeting the tutor should indicate the kinds of assistance which he/she is able to offer. These might include:

   (a) Work designed to develop intellectual skills which will help students to become more competent and self-sufficient scholars.

   (b) Assistance in the particular academic problems confronting a student in his/her work. It should be pointed out that the tutor's intention here would be to assist the student to understand the problem and that it would be highly desirable for students not to bring such problems to a tutor at the very last minute.

   (ii) Each tutor should indicate the regularity with which future group meetings will be held, and suggest ways in which students can influence the content and form of future meetings.

   (iii) Each tutor will also indicate if and when he/she is available for one-to-one tutoring. Not all issues of concern to students may be able to be dealt with in group meetings; those that can't could be dealt with on a one-to-one basis as could unresolved difficulties arising from group meetings.

   (iv) Each tutor could state the kinds of academic assistance which he/she is not able or willing to give. Tutors cannot be expected to be thoroughly familiar with specific course content, even in the area of their specialisation; they might therefore offer assistance with methods of enquiry and analysis but suggest that it is the student's responsibility to find out and read the detailed textual material.

3. Each tutor could be engaged in organising activities designed to stimulate intellectual interest of a wider kind. He/she may wish to be involved with the established Baudin Society, or may wish to organise visiting speakers, debates, film or other presentations. Some of these may be planned in advance; others may arise from individual and group discussions with students.

4. Tutors may wish to liaise closely with academic staff either in order to become more familiar with particular first year courses, or to involve academic staff in the academic activities of the Hall.

Tutors will be given considerable freedom to decide to which of the above activities they wish to devote most time. However, in order to develop a coherent and balanced programme, tutors will be required to come into the Hall two weeks before Orientation Week and to work with each other and with the Dean on a plan of action.

SOCIAL ACTIVITIES

While the major function of tutors in the Hall is an academic one, the objective is to develop an academic community. A balanced programme of social activities is necessary, and although the House Committee will have these activities as its central concern, tutors should contribute in various ways to any such programme.

1. Tutors should be involved in the orientation activities within the Hall, including the social activities.

2. Tutors as a group should meet with members of the House Committee as early as possible in first term to exchange ideas about a social programme and to co-ordinate their respective activities. This liaison should be maintained throughout the year.

   (i) Many of the activities relating to the academic role of tutors will have a strong social component. House Committee should be kept informed of these activities.

3. Some tutors may wish to initiate or play an active role in various strictly social activities. These might include:

   (i) Being included in a roster of tutors responsible for organising week-end activities, such as co-operative meal preparation, social outings, sporting or recreational activities.

   (ii) Being actively involved in the production of in-house newspapers or newsletters and encouraging the involvement of other residents.

   (iii) Offering themselves as resource people to assist the House Committee with its programme.

4. Tutors will be free to decide the level and type of involvement in social activities which they prefer. They will be required, however, to work in collaboration with the Dean, to produce an overall approach and to establish what special interests and expertise exist within the tutor group. This will occur prior to Orientation Week.

OTHER RESPONSIBILITIES

Tutors will be expected to have some limited responsibility for the well-being of Hall residents. This is an important responsibility though it is expected that it will be carried out in low-key, informal ways.

1. It is expected that tutors will actively seek to meet Hall residents, particularly those studying within their subject areas and those living close to them. This will occur in part during Orientation Week and through involvement in academic tutoring. In addition, it is suggested that tutors can make a point of eating with different groups of students in the evenings, and can make use of informal meetings in and around the Hall to establish a comfortable familiarity. Tutors might like occasionally to invite groups of residents to their room for coffee and a chat.

2. While tutors do not have a policing role in the Hall, it is expected that they will intervene if and when the behaviour of a student is disruptive. It is suggested that a simple, direct request to such a student, with an appeal for co-operation, will be all that is required. Should a tutor be concerned about continuing disruptive behaviour, he/she should consult with other tutors and/or the Dean.

   (i) Tutors will be rostered as duty tutors, and this roster will be publicised. The duty tutor will be responsible for dealing with any difficulties which may arise, either personally or by seeking appropriate assistance, and for ensuring that the Hall doors are locked.

DEVELOPMENT, IMPLEMENTATION and EVALUATION of the TUTOR PROGRAMME

It is expected that tutors as a group, in collaboration with the Dean, will work to develop a coherent tutor programme within the framework of these Guidelines. This process will begin prior to Orientation Week but it will be an on-going process throughout the year. Tutors as a group will develop ways of monitoring and evaluating the programme as it is implemented so that modifications to it can be made where desirable. It is expected that some documentation of these processes will occur in order to faciliate the evolution of better programmes in the future. Individual tutors could be expected to keep track of, and document, their own activities as part of this larger evaluation process.

An adviser will be nominated who can offer advice and support to tutors with respect to these matters.

In discussing the nature of the developmental process which this Case Study seeks to describe, it could be objected that in this instance the researcher has imposed his own prejudices upon the work being done by the tutors and consequently taken away some responsibility for action. This is an important issue. In the extreme case a researcher could seek to manipulate the research process in order to achieve personal unstated goals.

My defence would be that in this instance I had stated in the covering letter that I had attempted to draw up a set of guidelines and that at our next group meeting, which included all tutors (now eleven in number) and the Dean, we would need to consider the guidelines and decide if changes were necessary.

The situation highlights one aspect of the role of researcher/facilitator. My perception was that at the end of the third of the enlarged group meetings (held on July 1) the participants could see no pathway towards a workable consensus. One option would have been to remain totally non-directive in the hope that after experiencing more and more frustration, the group would find a way towards such a consensus.

I judged that such a choice might equally have led to the disintegration of the group.

I therefore chose to suggest another round of talks and after that to offer a statement which drew upon the common ground I saw to exist and provided room for individual differences of opinion and approach. In hindsight, I judge that action to have been correct and to be the kind of action which researcher/facilitators must take from time to time. One reason is that participants often have a perspective which highlights differences and obscures common ground; researcher/facilitators should be able to see the common ground more clearly. Another reason is that over time participants can learn to be better at seeing the common ground, to acknowledge its existence and to be able to work constructively on areas of disagreement, either by compromise or by looking for ways of developing a pragmatic policy which allows room for these differences. This is a crucial issue in any developmental programme involving any group of people. Differences, often fundamental ones, will exist. But if any social group is to find a way of working in a reasonably productive and reasonably civilised way, it must find pragmatic solutions.

This is also a reason why it may usually be best for a researcher/facilitator to be an "outsider". People within a group can be too close to the problem, or have too much personal investment in the issue, to be able easily to stand back far enough to see the common ground. An outsider who is trusted, who is seen to be "objective", may be in a much better position to find a way through a moment of impasse.

When I say "objective", I do not mean that the "outsider" comes to the problem without preconceptions of any kind. He or she will have a particular set of understandings (prejudices if you like) which will be brought to the problem. These should be made as explicit as possible at the very outset, which was, for example, why I tabled the document (Appendix 1) at the very first meeting. But these understandings need not obstruct, and may even promote, the developmental process.

And so after gaining enthusiasm and momentum following a consideration of the First Interim Report, we appeared to falter for a while. We were now due to meet again to see if we could regain our momentum.

* * * * * * *

Chapter 4

ARE WE READY TO ACT?

The action research model suggests that a developmental programme such as this will move through the stages of planning, acting, observing and reflecting followed by further planning, acting, observing and reflecting, and so on. This chapter heading suggests that we had yet to plan sufficiently to be able to act.

The developmental process appears, however, to be much more complicated and messy than the model suggests. Planning, acting, observing and reflecting appear to have been occurring at some level from the moment we began. The very first meeting resulted in a decision to act i.e. to participate in a series of conversations. The first group meeting allowed reflection upon the First Interim Report and revealed that a good deal of reflection had preceded that meeting. It also revealed that the participants were already doing things such as developing a system of debates and talks and these and other new activities continued to occur at least in part as a kind of by-product of the talking, planning, thinking and reflecting which was going on. The first group meeting resulted in the decision to meet with a wider group of Hall residents, another useful action step. And so on.

I make this observation because, from one point of view, the tutor group had still to decide upon action. It is true that they had yet to decide upon a specific action (or series of actions) and upon a way of systematically observing and evaluating that action. But nevertheless action, observation and reflection did occur over and again.

The conclusion I would reach is that this action research model is one very useful way of construing the complex developmental process. It is important to note, however, that it oversimplifies what actually happens. It also implies that the social situation being studied can be held in a static state while the planning occurs, that action will change this state, that the changed state can be held static while it is observed and evaluated and a new plan developed, and so on. This simply does not happen in reality. The social situation is like a flowing stream, constantly changing and both influencing the enquiry and being influenced by it at every moment.

This is not to argue that the action research model is of little value. It is rather to point out that the researcher needs to be aware of the complexity of social change, to recognise that important variables cannot be controlled and to accept the fluidity, and messiness, of formative evaluations. This fluidity does not prevent a much clearer understanding of a social situation and the effects of change being gained.

Nevertheless, as the title of this chapter suggests, the meeting to discuss the draft guidelines statement (held on August 9) could be seen to be part of the on-going planning process which was necessary before carefully considered modifications to the existing tutor programme could be implemented and evaluated. Once again the discussion was recorded and a summary produced and circulated. The guidelines themselves attracted only passing comment, most of the discussion focussing on those areas which had not been sufficiently explored to be included.

The text of the discussion summary follows.

REPORT OF GROUP MEETING held on MON 9th AUG.

On August 4th, 1982, a Second Interim Report was circulated to the Dean and to all tutors in University Hall. This Report included a draft set of Guidelines for tutors within the Hall.

On Monday 9th August a group meeting was held at the Hall to discuss the Report and the draft Guidelines. This is a report of the discussion at that meeting.

* * * * *

Second Interim Report

The Second Interim Report was accepted and there were no criticisms offered with respect to the draft Guidelines. It was noted, however, that there were a number of issues which were raised in discussions with tutors which could not be included in these Guidelines without further consideration and these were discussed in detail throughout the rest of the meeting.

Hours which Tutors are Expected to Work

It was considered important that tutors have some fairly clear understanding of what was expected of them in terms of time commitment.

- *It is important for tutors to know what they are going to be expected to do. It is unfair to have a tutor appointed believing that his time liability is going to be eight hours a week if in fact it's more like twenty.*

However, it proved difficult to provide a neat formula in terms of hours per week.

- *Maybe we can say something like in the past tutors have been expected to work x hours a week. Then you can say this may change next year. But it is important that something be included here.*
- *I think it is reasonable to say that tutors should probably work about ten hours a week.*
- *Ten hours a week sometimes, twenty hours a week other times.*
- *How do you define hours worked? When you're duty tutor you have to be there 12 hours. And of course you wouldn't want it binding for exactly ten hours a week. Some weeks you might work 40 hours and others perhaps 2.*
- *From past history I think you can safely say that tutors might expect to work ten hours a week and will be required to work one night a week as a duty tutor in addition.*
- *When you are duty tutoring, often you can stay in your room for 12 hours and not have a lot of interruptions. The cost is being in your room rather than being in the library or going out. On some occasions, judging by the number of times tutors rearrange their times, it is an imposition to be there. But if you have got your own work to do it could be the case where you stay in your room and you only get a couple of interruptions whereas on other days it may be as many as twenty or thirty.*

- *I think you could say that on average tutors would be expected to work ten hours a week with some stipulation about how to vary it. In other words a stated figure but then indicate that it is flexible to the extent that it looks like a jagged edge graph.*

The following statements were accepted by all members.

- *There is an average time over the year that tutors can expect to work and it's of the order of about ten hours plus their duty tutoring work.*
- *Ten hours for individuals to get into the sorts of things that the guidelines talk about in whatever proportion they finally resolve.*

However, there was considerable further discussion as to how this formula should be applied during vacation time, particularly in view of the fact that conferences were frequently held at that time.

Tutors wanted to be able to retain their rooms during vacation time and conferences allowed them to earn their keep.

- *I really think that tutors should be able to expect, if they want to be here in the vacation break, that they will not have to pay board providing they do the duty tutoring for conferences.*
- *I can certainly see an advantage to the tutors in having some work to do to offset their rental during out of term time because it means they can stay here doing their work for no cost to themselves. Now that is either done by having some work to do at the time of conferences or stating one's average time per week to be ten hours which might be 15 hours a week during term time and nothing at all during holiday time. I guess that is an industrial issue. Some arrangements have to be made on that but it's not entirely a matter for consensus.*

Not all tutors typically stayed in the Hall during vacations. Those who did were often kept extremely busy.

- *During conferences you get everything from "Can we have keys, spare linen, kettles, spare mattresses" to wanting to know the locality, where things are. All the problems of anyone coming to a building from interstate.*
- *We must also consider occurrences which happened last summer when those conferences were on. I think the duty tutors really had policing work to do when we had that extraordinary character resident here. The tutors didn't get very much sleep at all. This sort of thing can happen again.*
- *Usually conference people come to duty tutors for keys etc. There is almost always a party later on at night and some lock themselves out.*
- *If it is exam week we do have to carry out a fairly important policing role. Say to outsiders they are not to interfere with people preparing for examinations. Often people in the conference group are not as severe on that as in-house tutors are.*

Historically those tutors who stayed in the Hall during conference periods were considered to have worked off some of their duty tutoring responsibilities.

- *Those of us who were here got the load and did the work. Those tutors who went home for a holiday kept their room without anyone in them; in other words, they would have been paying rent if they had lived there, and they come back to them without having had the work load. That's why tutors tended to leave during the holidays.*
- *We were about the only people who stayed. So you were duty tutor every third night.*
- *Tutors who stay here usually had the first two weeks of term without any duty.*

There was some concern about the use of tutors during conferences.

- *I am keen to ensure that tutors aren't used up as cheap labour but on the other hand I am keen to see the Hall get its dollar's worth.*
- *I think conferences are getting a lot of free things. I think conferences appear more profitable than they are.*
- *Conferences only exist for their profitability. There is no love of the work involved in conferences. I think where conferences exist, we should be rather more commercial about them.*

It was therefore considered desirable to have a more precise statement of the conditions under which tutors could earn their keep during vacation time.

- *In vacation time when conferences are on tutors could expect to stay and have a concession for their board by doing administrative work. After that concession has been worked off, they should be paid for any extra work done at an agreed rate for whatever that sort of work is and it would be a valid charge against the conference.*
- *You might be looking at being a duty tutor for a day. If you were being asked to be a duty tutor twice a week, the second time you did it it would be a charge against the conference.*
- *Perhaps prior to a vacation period all the tutors would know that if they put their names down to stay in under these conditions, then this is the amount of work you might do. There could be some prospect that there would be money to be earned. It would then be possible, once all the names are down, to inform the conference organisers that it would cost them a certain amount.*

Summary

It was agreed that a statement of the hours of work which could be expected from tutors should be included in the guidelines document and could take the following form:

1. During term time tutors will be expected to
   (i) be involved in academic, social and administrative duties as described in these guidelines to the extent of ten hours per week on average;
   (ii) Undertake rostered duty tutoring.

2. Prior to vacation time, tutors will be required to indicate whether they wish to remain in the Hall and whether they are willing to assist with conferences which may be held in the Hall. Some such assistance could be regarded as payment in lieu of rent; assistance beyond an agreed level could be paid and charged to the conference organisers.

Further enquiry will be necessary before point 2 can be spelt out more precisely.

The Powers of Tutors with respect to Residents

Tutors were concerned that their powers had been insufficiently defined in the past.

- *What I am saying is we need to be much clearer about what our legitimate power is in the sense of the things that we can do without having it brought back at us. It seems to me that is a perfectly reasonable thing for all tutors to know what we can do legitimately as tutors.*

In discussing this, the distinction was made between "authority" and "power". There was concern that their authority be legitimate and be clearly defined.

- *It seems to me quite reasonable that tutors should be able to know where their authority comes from and what their authority is.*
- *Would it be a too telegraphic description of the situation to say that tutors have authority in regard to behaviour that relates to noise and damage.*

In the past the duty tutor was understood to have wide powers.

- *It used to be said that the tutor's authority came through the duty tutor and the duty tutor became the Dean. When 6 o'clock came every night the duty tutor officially in the documentation of the Hall had all the power of the Dean.*

There were reservations about this and it was generally agreed that the Dean should not delegate responsibility in this way.

- *I think the distinction between authority and power is an interesting one and it clarifies for me what I see as being the tutor's function. They do have authority to take note that certain behaviours are occurring but the powers, the disciplinary sanctions, remain the Dean's. I think that separation of authority and power perhaps could work acceptably well. The only power the tutor has is to make an appointment for the individual to see the Dean.*
- *I much prefer your suggestion that if the tutors get it wrong, then sure the Dean should be entitled to disagree with that decision. What it really means is that at least the power that the tutor has is legitimate power; he has the authority to do it. And the Dean shouldn't always support tutors' decisions. That would be quite ridiculous.*

- *At four o'clock in the morning when you are asked who the the hell you are, you say, "I am Joe Blogge and I am speaking with the authority of the Dean. The noise must be turned down". To the question, "What will happen if I don't"? I guess the answer is "The Dean will determine that in the morning".*

Tutors agreed that this authority should be clearly seen by residents to be legitimate.

- *I would want to see it come from Hall Council. I would want to see it as a policy matter which is discussed at Council and for the Council to deliberate on and agree. If the Dean is going to delegate the authority, at least that should be made clear. So in a sense, it really is legitimate and it isn't simply a brochure that is hastily typed out and that could be challenged at some other stage.*
- *I would like to think that authority was made official, that students when coming into the Hall would sign something, acknowledging the fact that they had read it. I would also like that information intensified by the Dean getting up and speaking to the residents when they come in and telling them the authority tutors have in relation to the students.*

They saw their legitimate authority as relating to the behaviour of residents which was unreasonably disturbing to other residents or which involved damage to property. They saw themselves using their authority by asking, encouraging, persuading, even ordering a resident to cease inappropriate behaviour. They specifically rejected the suggestion that they had power to impose penalties for refusal to co-operate; this was the responsibility of the Dean.

- *Our authority comes from the Dean but our power is limited to an advisory role and informing the Dean.*
- *I am not recommending any disciplinary function at all for tutors.*

On past experiences they believed that it would be very rarely when they would need to go further than speak to a resident, but that a legitimation of the tutor's authority was essential to meet those rare instances.

Summary

It was agreed that the guidelines should indicate that tutors, as a part of their duties, had a responsibility to act if they judged that a resident's behaviour was unreasonably distressing to other residents. To be given such duties it was necessary that the Dean make it clear to residents that he had invested them with this responsibility but that he retained the responsibility of taking disciplinary action. The authority of the tutors should be further legitimated by way of a decision by Hall Council.

The Nature of Support Tutors can Expect from the Dean

This theme was a logical extension of the previous one. Tutors wanted to have a clearly defined, legitimate authority with respect to the Hall. In using that authority, they did not expect that the Dean would always agree with their action. Everyone makes mistakes.

- *The tutors would expect not to be supported by the Dean on some occasions if in exercising their authority they make a decision that the Dean doesn't support. That would seem to me to be quite reasonable.*

But they were concerned about instances where the Dean might support them privately but not publicly, thus leaving them in a very vulnerable position.

- *In the past tutors have tended to say the Dean should have made it clearer that he did support a decision rather than ducking for cover and supporting the tutor privately but not making it clear in the open, perhaps at a public meeting. That is what tutors look for if they make a difficult decision. I don't think its good enough for a Dean to support it privately and not to come out and say to the resident body "Yes, indeed I support that decision". And we would be left in the lurch.*
- *I would like to add as a result of my own experience that instructions have been given and passed on to tutors and then subsequently there was action taken on them and later the instruction was denied. Therefore I think it is essential that in any important or difficult matters it is essential that something should be put in writing from the Dean to the person who had been delegated that authority.*
- *It doesn't necessarily solve the problem to write it down.*
- *Maybe the Dean should be required from time to time to publicly announce his support or lack of support for a tutor's action.*

The following statement summarised the groups views on this matter.

- *The Dean should support his tutors not only privately but publicly as well. There might be some occasions, very rare ones, where the Dean might disagree with a tutor's decision in which case the Dean should make it clear that the tutor had his support in making the decision, but that on consideration he believed the decision to have been wrong and on that ground he was changing it. There would still be support in the sense that the tutor did the right thing in making the decision to deal with a situation that had arisen.*

Comment:

While this is an important and sensitive issue for a number of tutors, it would seem that it cannot readily be resolved by legislation or guidelines. If the special relationship between the Dean and tutors described in the Second Interim Report were to be established with open and frequent consultation and discussion, it seems unlikely that tutors will be "left in the lurch". Nevertheless, the point needs to be made.

Workers Compensation for Tutors

It appeared from the discussion that tutors were covered by Workers Compensation but the issue was set aside while clarification was sought.

Duty Tutoring

It was felt that the nature of duty tutoring and the responsibilities involved had been adequately covered in the discussion of the hours to be worked and the powers of tutors with respect to residents.

Administrative Duties of Tutors

This was referred to very briefly. These duties were seen to be included in the total work load of ten hours per week on average and to represent a minor part of that work load.

It is sufficient to observe that the Dean and the tutors were by now producing a finely detailed statement of ways in which the tutor system might work drawing upon past experience. At the same time, they were obviously anxious to leave room for any future Dean and tutor group to develop a programme suitable to their particular talents and personalities and appropriate to the social context at that time.

Chapter 5

A SENSE OF CLOSURE

While the meeting on August 9 had produced valuable refinements and additions to the draft guidelines statement, there was no agreement that it had yet reached a final form. A further meeting, the report of which follows, was held on August 30.

* * * * *

REPORT OF GROUP MEETING HELD ON MONDAY 30TH AUGUST

This meeting discussed the draft guidelines statement previously circulated and amendments to it arising from a meeting on 9th August.

Authority of Tutors

It was suggested that the section of the Guidelines headed "Other Responsibilities" should include a statement specifically saying that tutors were not to act *in loco parentis*.

- *It is unreasonable to ask tutors to act in loco parentis; to be in effect parents to the students. No person should be asked to do that. The best that you could hope to do is provide a friendly, helping and guiding hand.*

There was lengthy discussion on this point. There were those who supported this position.

- *I can't see any problem because in dealing with tertiary level students you accept the fact that the people are 18, they have the vote, and therefore nobody would be expected to be in loco parentis. I think one can give advice and one would be morally bound to give advice as you would guide members of your own family but we can't refer to that as in loco parentis.*

- *I think quite rightly that we should be concerned that we are not put into a position where it is implicitly conveyed to the parents or to the students who attend the Hall that any sort of mediation of their social and moral development will occur. Because as University employees we are not allowed to do it anyway.*

Others felt that tutors should be actively concerned about the well-being of the residents and had reservations about explicitly rejecting the *in loco parentis* role.

- *I do feel that the parents whom I have met were very concerned about the welfare of their youngsters, and they are concerned that we as tutors would be guiding and advising their offspring.*

- *I see it as entirely proper for me as someone who has been through more than seventeen year olds, to offer what I see as firm, authoritative, friendly advice on behaviour - firm, authoritative, moralistic advice.*

- *I see it as a valid position for tutors or the Dean to say "It is my view that the behaviour you are engaged in will lead to certain sorts of end points which are, in my opinion as an authoritative adult, not the best thing for you."*

But the issue proved to be a thorny one. On the one hand, it was argued that not all tutors would have the same values.

- *The difficulty is that it tends to imply that there is a shared set of moral values here which will be reflected in that helping and aiding. I mean I know full well that a lot of the advice I would give in a lot of situations and circumstances would not be the advice that say anybody else in this room might give.*

On the other hand, there was no reason to believe that either the students or their parents would have similar moral values.

- *I mean let's face it, the people from Malaysia will have a different set of values to the people from Kadina or from Tasmania.*
- *We can't say that all parents have middle class Christian values. Some parents probably couldn't give a damn about their kids. I mean you have got kids of all sorts here who don't have loving, caring parents. You have people from different cultures. I think if you tackle them individually you have got more hope of helping them or helping them to help themselves - find out where their weaknesses are, what areas they need to develop to get through life.*

It was argued that the important thing was that tutors had a world view, that they be concerned about the well-being of students and be prepared to state their views as to what constituted appropriate behaviour.

- *In pragmatic terms in dealing with adolescents it doesn't really matter an enormous amount about what your position is; it's that you have one.*
- *At best when we meet other people in our lives, the most that we can do is to inform them of our world view and what we think in the light of our experiences is important in that world view. So let's drop "moral", because I think it has got too many connotations.*

There was agreement that tutors should be concerned about the well-being of residents in the Hall but, as the above comments indicate, there were differences of opinion as to how that concern should be properly translated into action. There were a number of practical suggestions, however.

- *My approach to dealing with these problems is to try to understand what the needs of the individual are. Now these are going to vary. The social, moral and spiritual needs, call them what you like, vary from individual to individual, and I think that tutors need to ascertain what they are. If you understand what their needs are then you can advise them more appropriately.*

- *I feel that the initial three weeks for students in the Hall is very important and at that time we should get in there and really keep chatting and talking to them. In this way they will accept the fact that you are going to be there and you are going to be talking to them. In talking to them they share with you, particularly in the initial stages. If they have problems and you do find out what their spiritual and moral and other standards are, you know the areas in which you can help them.*
- *They might lack confidence and that's the thing you try to work on. Forget about all the rest. That will come. Once a person has got some sort of identity and feels confident, they can handle themselves. They usually solve their own problems.*
- *Essentially I think we are really emphasizing the importance of having a very strong social contact.*
- *If you keep communicating with them, the channels are open and if they feel the need they will come to you.*

It was suggested that this relationship between tutors and residents was not analogous to that between parent and child but rather more like that between brothers and sisters.

- *The family role rather than the parental role.*
- *The best you can be is a brother.*

Perhaps it was not even possible to spell out this relationship within a set of guidelines.

- *I think it is a very difficult area in which to establish firm guidelines. I think it is important that tutors maintain their individuality. I don't think we have a problem and I don't think we can really specify in words in the guidelines that will make it that much different from what we've already got.*
- *Really its a pragmatic thing. An operational definition depends on the individual circumstances.*

This difficulty led to the suggestion that perhaps the University Statutes already defined the extent to which employees should be responsible for the well-being of students.

- *Okay, is there anything wrong with putting in a sentence that says, "The tutors are reminded that they are bound by University Statutes" and then each individual set of tutors can decide just how they go about that sort of thing.*
- *Tutors have an obligation to make themselves aware of the statutes and by-laws of the university.*

It was unclear, however, whether this would overcome the difficulty.

Authority and Power

It was suggested that the section in the draft guidelines headed "Other Responsibilities" did not adequately reflect the distinction between the authority and the power of tutors made in the previous meeting and that the guidelines should state specifically what authority tutors have with respect both to residents and to non-residents in the Hall.

House Committee

There was brief discussion as to whether the draft guidelines adequately described the relationship between tutors and the House Committee. No amendments were suggested.

Documentation of this Enquiry

The present enquiry has been documented in considerable detail. There was discussion of the uses to which this material could be put. It was considered important for the new Dean and incoming tutors to read this material.

- *Well I presume we will stick it all together in one document and give it to tutors as they come in next year.*
- *The investigation of the system should be one book and the guidelines another.*
- *I have a suspicion that if you printed a separate guidelines document, the investigation will die and you'd be left with three pages of guidelines and no one will ever know where they came from.*
- *A lot of the substantive issues are really found in the documents, the things that we've said rather than the final guidelines document itself.*
- *People can read them and disagree with them. Read some of our comments which may be illuminating.*
- *One of the people at the conference in Sydney was a priest who runs a college in Hobart. Their senior educators move on every few years or so it seemed to me from his description. And he was advising this association of heads of colleges and deans of halls to get down on paper explicitly what they thought that colleges and halls were all about. It was advice to new heads of colleges and halls introducing them to the traditions that they had fortuitously come a part of.*
- *I can see some argument in that. I don't think it goes astray for a new tutor to be given 50 pages and told now look, we have worked very hard to come to this three pages of guidelines and if you are going to change them, at least read about how we produced them.*
- *I would like to see it written up in some form of a coherent case study both from the aspects of how you conduct this sort of ongoing research and also to embody the change of character from the beginning of the year - an unintegrated system through to a very integrated productive one. And I would like that written up as a coherent piece of work which could perhaps sit on top of the appendices. It could also probably rate publication in the journals that deal with halls and places of residence in the library somewhere.*

There were no reservations expressed about the production of a case study of the enquiry.

Evaluation of the Enquiry

It was argued that it was most important that the enquiry itself be evaluated. The Dean and the tutors were encouraged to write anonymously to the researcher describing their perceptions of the enquiry. In doing so, it was suggested that they might consider the following:

1. What were you feelings about the enquiry when we first talked about it on April 27? Have your feelings about it changed in any way? Why?

2. What aspects of the enquiry have you found most helpful to you personally and to the tutor system in general? Why do you think these aspects were helpful?

3. What aspects of the enquiry were either unhelpful or produced a bad effect? In what ways were these aspects unhelpful?

4. Do you have any other comments which would help to evaluate the enquiry?

It was stated that Hall secretarial staff would be prepared to type up these evaluative comments.

On-going Evaluation

All tutors were invited to contact the researcher if there was any aspect of their practice which they wanted to look at more closely, or if they wished to introduce and evaluate any different tutoring practice.

* * * * *

In terms of the process which this case study seeks to describe, this meeting was interesting because it was lengthy (it lasted one and a half hours), it dealt mainly with one issue, and it failed to produce any sense of progress towards a more acceptable set of guidelines.

The difficult issue was whether or not tutors should act *in loco parentis*. The very lengthy discussion of this matter seemed to move first in one direction and then in another and was characterised at times by strong feeling. The group could find no way of bringing the matter to any satisfactory resolution. Another moment of impasse appeared to have been reached. Why?

In retrospect, the way in which the issue was raised may have created a problem. While it had been mentioned in passing at an earlier time, it had not been discussed or foreshadowed. It therefore came to most of the group as a new idea. The inabiiity to resolve the issue was probably due in part to the need for members to have time to reflect upon it.

This highlights an aspect of this kind of developmental process which should be especially noted by researcher/ facilitators. Group discussion is often a way by which members seek to concretise their own thinking and test out their ideas. Such verbal explorations should be encouraged because very often people need to speak their ideas before they can evaluate them; and, of course, feedback from other members can help the development of a coherent understanding of the issue.

But the opportunity to reflect upon what is said is extremely important. This requires time and can be aided by summaries of discussions such as those used in this study. Reflection allows people to make more sense of complex issues, to make new connections between elements of the discussion and so achieve new or modified understandings.

Another difficulty may have been the use of the phrase *in loco parentis*. It may have been that members were attributing quite different meanings to the phrase; if so, disagreement could have been more apparent than real. In such situations it is often valuable to ask participants to write a paragraph expressing in their own words what they want to say.

The issue in question also raised important and complex moral issues relating to the extent to which young people should be given freedom to make their own judgements about how they want to live, the extent to which older persons should advise them and the form which this advice, if any, should take. Participants appeared to hold quite different positions on these matters, and, since each position was doubtless founded upon a quite complex value system, it is not surprising that the matter was not resolved in one meeting.

One issue about which there was no dissent was that the enquiry should be documented. Participants were quite properly very proud of what they had achieved but they wanted others not only to see the end-product, the guidelines, but also how these had come about.

In order for such a documentation to occur it seemed essential that the tutors be asked to evaluate the enquiry. It was decided to invite participants to respond to this anonoymously in order to encourage open, frank and critical evaluations.

* * * * *

What proved to be the final meeting in this phase of the enquiry was held on Monday 13th September. The summary of the previous meeting had been distributed and I asked participants to write down prior to the meeting any amendments to the guidelines which they thought appropriate. In contrast to the previous meeting, this one was brief, very productive and marked by ready agreement on all points discussed. The *in loco parentis* issue was simply not raised.

The following is the text of the report of the meeting as distributed to participants.

* * * * *

REPORT OF GROUP MEETING HELD ON MONDAY 13TH SEPTEMBER, 1982

Conditions of Employment

The meeting began with a suggestion for additions to the draft guidelines statement which was accepted without debate.

- *I think we should include in the introduction something like:- The remuneration will be a room and board valued at x dollars a week, whatever that is for taxation purposes. Phones will be provided in tutors' rooms for internal and external communication. Tutors will be covered by workers compensation. Tutors are reminded that as employees of the Hall they should be familiar with relevant University statutes and by-laws.*

Orientation

There followed discussion about orientation activities within the Hall and whether these suggested a need for additions to the guidelines. An immediate concern was that the Hall community included students from the Sturt Campus of the S.A. College of Advanced Education as well as those from Flinders.

- *Another thing that bothered me is we haven't really said anything about orientating the Sturt people.*
- *I think that is pretty important because in the last two years they really have been left out.*
- *Suggest a couple of Sturt people on the orientation committee would be a good idea.*
- *If you are going to go that far you might as well say that one tutor should be a Sturt person. Ten percent of the population is from Sturt.*

And this suggested a need for an addition to the guidelines.

- *Maybe we should consider some activity before the Sturt year begins and something should be in the guidelines suggesting that the Hall population is made up of both Sturt and Flinders students.*

But this suggested a further amendment.

- *The guidelines are going to be given out to prospective interviewees and they might think it's useful information to have when you go into an interview to know that it is not only Flinders people. People come from interstate. People probably don't even know about Sturt.*
- *We can get over that simply by informing tutors that the Hall is made up of undergraduates and postgraduates from the University and from other institutions.*
- *Perhaps we should get something that says: Tutors should make themselves aware of the projected profiles of students in the Hall and be made aware of the issues relevant to various groups.*

This suggestion was readily accepted. There was some discussion of how early the final composition of the Hall would be known and acceptance of the idea that tutors could assist in producing that data.

- *I think it's a function of the Dean very early in the year to get information regarding the composition of the Hall to the tutors so they know what the break up is.*
- *Two or three or four weeks before first term tutors should get into the office and help collate the data and help to firm it up and say well these are our collective efforts and not just leave the Dean to do all the hack work. That ought to be done. That seems to me to be appropriate for tutors to do at the beginning of the year.*

On-going Evaluation

All tutors were keen to see some form of on-going evaluation of the tutor programme occur.

- *We should include something about development, implementation and evaluation.*
- *Maybe a sentence to say that what we've started is on-going and the tutors in subsequent years will be able to take advantage of that.*
- *I guess what we are saying is this idea is pretty good and these documents are very valuable. Can we write in anything that might be slightly more assured of continuing this work.*
- *The whole tenor of the guidelines is of an on-going creative sort of process.*
- *It could be that come next year whoever is here won't review it unless it is mandatory to review it.*
- *You could never make it mandatory.*
- *You could say it's a moral obligation.*
- *We should change the second to last sentence to read: Individual tutors are expected to keep track of and document their own activities as part of this larger evaluation process.*

This last statement was accepted. However, it was further argued that the on-going evaluation should include more than just the tutor group.

- *There is one omission here. Clearly other people can do it other than tutors. Is it appropriate to include a statement which said that the House Committee may be encouraged to participate in the evaluation? I think that is a good idea.*
- *What about the people who are going to review the guidelines document? Are you going to leave it only to tutors? Should you specify who is eligible to review it, whether it should be tutors, the Hall community or what?*

It was agreed to include the following in the guidelines statement.

- *House Committee and/or residents may be asked to contribute to or may be given the opportunity to participate in the evaluation of the tutor programme.*

It was also felt that, when evaluating the tutor system, reference should be made to one or two relevant documents.

- *In any review due consideration should be given to guidelines set out in the Tertiary Education Commission Triennial Report for 1982-84.*
- *I think there is some literature lying around that would be useful - constitutions of other Halls. It's amazing the ideas you can get from those by just reading through them, comparing Flinders with say Newcastle or New England.*

* * * * *

This meeting provides an interesting contrast to the previous one. Positive suggestions came forward quite freely and were either readily accepted or modified in a constructive way. The feeling of the meeting was very positive being associated with a sense of past accomplishment and forward movement.

Perhaps this arose from the sense that this part of the task was almost complete and that the job had been well done. This might explain why the *in loco parentis* issue was dropped; a wish to achieve a sense of closure may have been strong.

Or perhaps it was simply an illustration that in developmental programmes of this kind there are periods of rapid forward movement and periods when the going is slow and tedious. The more a group becomes familiar with these phases, the more constructively they can deal with the difficult periods.

Many of the contributions documented in this study have been impressive. Not least was the commitment during this meeting to an on-going evaluation of the tutor system with a recognition of the contributions other residents could make to such an evaluation. The commitment to "an on-going creative sort of process" is to be commended; and indeed, recommended to others wishing to improve their teaching practice.

There was indeed a sense of closure at the end of the meeting. From a beginning where we had no more precise goal than to look at the tutor system as it was and think about how it might be, we had identified one prime objective (to develop a set of guidelines) and we had completed that task.

The following is the full text of the final guidelines.

* * * * *

TUTORING IN FLINDERS UNIVERSITY HALL

GUIDELINES

INTRODUCTION

Throughout much of 1982 tutors in University Hall discussed at length ways in which their roles should be defined. New tutors are asked to obtain from the Dean a copy of the Report entitled "The Development of a Tutor Programme in a University Hall of Residence" and read it carefully. The guidelines that tutors laid down in this document have arisen from that enquiry.

These guidelines are at times expressed in general terms. This is because it is believed that each group of tutors will need to define in specific detail their own tutor programme in the light of their own interests and abilities.

CONDITIONS OF EMPLOYMENT

Tutor rooms are fitted with telephones for internal and external communication and en suite shower and toilet facilities.

Tutors, as employees of the University, are covered by Workers Compensation. They should make themselves familiar with relevant University statutes and by-laws.

Tutors will be required to come into University Hall two weeks before Orientation Week in order that, in collaboration with the Dean, they can discuss these guidelines and begin to spell out in concrete terms a tutor programme for 1983. During this time they may also be required to assist the Dean collate information concerning the composition of the Hall community for the forthcoming year. In any case, tutors should as soon as possible make themselves aware of the likely composition of the Hall community noting the proportions of undergraduates (especially first year students) and post-graduates, of local (metropolitan and rural) and interstate students, of Flinders and of those from other institutions (especially from the Sturt campus of the S.A. College of Advanced Education), and of overseas students. In addition, they should note which students, especially first year students, have enrolled in subjects within the area of each tutor's special expertise. This information should be taken into account when planning orientation activities and other aspects of the tutor programme.

Throughout the academic year tutors will be expected to carry out the duties outlined below and it is expected that these duties, excluding duty tutoring, will occupy about ten hours per week on average.

Prior to vacation time tutors will be required to indicate whether they wish to remain in the Hall and whether they are willing to assist with any conferences which may be held in the Hall. Assistance with conferences will be regarded as payment in lieu of rent; assistance beyond an agreed level will be paid at an appropriate rate and charged to conference organisers.

ACADEMIC TUTORING

The major function of tutors in University Hall is academic tutoring. It is not intended however, that they should simply replicate the functions of tutors within Disciplines of the University.

In the broadest sense, the role of tutors is to contribute to the creation within the Hall of an academic community. The objective is the development of a feeling of community among a group of people who have a central concern with academic and intellectual issues, the development, in other words, of a community of scholars.

In pursuit of that objective, tutors will engage in activities designed to encourage students to adopt a thoughtful, critical and confident approach to their chosen areas of study, and to develop wider intellectual interests beyond the more narrow academic focus which their studies might require.

Tutors could undertake a range of activities in order to promote such a community.

1. Tutors should participate in orientation activities within

the Hall and take every opportunity in the first weeks to become known to Hall residents, particularly those studying in subject areas related to the tutor's own academic expertise.

2. Each tutor should arrange a group meeting of those students studying in subject areas related to his/her own academic expertise as early as possible in first term.

   (i) At that meeting the tutor should indicate the kinds of assistance which he/she is able to offer. These might include:

   (a) Work designed to develop intellectual skills which will help students to become more competent and self-sufficient scholars.

   (b) Assistance in the particular academic problems confronting a student in his/her work. It should be pointed out that the tutor's intention here would be to assist the student to understand the problem and that it would be highly desirable for students not to bring such problems to a tutor at the very last minute.

   (ii) Each tutor should indicate the regularity with which future group meetings will be held and suggest ways in which students can influence the content and form of future meetings.

   (iii) Each tutor will also indicate if and when he/she is available for one-to-one tutoring. Not all issues of concern to students may be able to be dealt with in group meetings; those that can't could be dealt with on a one-to-one basis as could unresolved difficulties arising from group meetings.

   (iv) Each tutor could state the kinds of academic assistance which he/she is not able or willing to give. Tutors cannot be expected to be thoroughly familiar with specific course content, even in the area of their specialisation; they might therefore offer assistance with methods of enquiry and analysis but suggest that it is the student's responsibility to find and read the detailed textual material.

3. Each tutor could be engaged in organising activities designed to stimulate intellectual interest of a wider kind. He/she may wish to be involved with the established Baudin Society, or may wish to organise visiting speakers, debates, films or other presentations. Some of these may be planned in advance; others may arise from individual and group discussions with students.

4. Tutors may wish to liaise closely with academic staff either in order to become more familiar with particular first year courses, or to involve academic staff in the academic activities of the Hall.

Tutors will be given considerable freedom to decide to which of the above activities they wish to devote most time. However, in order to develop a coherent and balanced programme, tutors will be required to come into the Hall two weeks before Orientation Week and to work with each other and with the Dean on a plan of action.

SOCIAL ACTIVITIES

While the major function of tutors in the Hall is an academic one, the objective is to develop an academic community. A balanced programme of social activities is necessary, and although the House Committee will have those activities as its central concern, tutors should contribute in various ways to any such programme.

1. Tutors should be involved in the orientation activities within the Hall, including the social activities.

2. Tutors as a group should meet with members of the House Committee as early as possible in first term to exchange ideas about a social programme and to co-ordinate their respective activities. This liaison should be maintained throughout the year.

   (i) Many of the activities relating to the academic role of tutors will have a strong social component. House Committee should be kept informed of these activities.

3. Some tutors may wish to initiate or play an active role in various strictly social activities. These might include:

   (i) Being included in a roster of tutors responsible for organising week-end activities such as co-operative meal preparation, social outings, sporting or recreational activities.

   (ii) Being actively involved in the production of in-house newspapers or newsletters and encouraging the involvement of other residents.

   (iii) Offering themselves as resource people to assist the House Committee with its programme.

4. Tutors will be free to decide the level and type of involvement in social activities which they prefer. They will be required, however, to work in collaboration with the Dean to produce an overall approach and to establish what special interests and expertise exist within the tutor group. This will occur prior to Orientation Week.

OTHER RESPONSIBILITIES

Tutors will be expected to have some limited responsibility for the well-being of Hall residents. This is an important responsibility though it is expected that it will be carried out in low-key, informal ways.

1. It is expected that tutors will actively seek to meet Hall residents, particularly those studying within their subject areas and those living close to them. This will occur in part during Orientation Week and through involvement in academic tutoring. In addition, it is suggested that tutors can make a point of eating with different groups of students in the evenings, and can make use of informal meetings in and around the Hall to establish a comfortable familiarity. Tutors might like occasionally to invite groups of residents to their room for coffee and a chat.

2. While tutors do not have a policing role in the Hall, it is expected that they will intervene if and when the behaviour of a student is disruptive. It is suggested that a simple, direct request to such a student, with an appeal for co-operation will be all that is required. Should a tutor be concerned about continuing disruptive behaviour, he/she should consult with other tutors and/or the Dean.

   (i) Tutors will be rostered as duty tutors, and this roster will be publicised. The duty tutor will be responsible for dealing with any difficulties which may arise, either personally or by seeking appropriate assistance, and for ensuring that the Hall doors are locked.

AUTHORITY OF TUTORS

The Dean is the administrative head of University Hall and, as such, is ultimately responsible for policy decisions and decisions with respect to such matters as action taken with regard to residents who are disruptive to the Hall community.

Nevertheless, the Dean delegates to the tutors a general supervisory role as outlined above under 'Other Responsibilities'. Tutors may therefore legitimately intervene if they judge that a resident's behaviour is unreasonably distressing to other residents. If a tutor feels that his or her delegated authority is being ignored, the matter should be reported to the Dean. Such matters should also be discussed at tutor meetings.

DEVELOPMENT, IMPLEMENTATION and EVALUATION of the TUTOR PROGRAMME

It is expected that tutors as a group, in collaboration with the Dean, will work to develop a coherent tutor programme within the framework of these Guidelines. This process will begin prior to Orientation Week, but it will be an on-going process throughout the year. Tutors as a group will develop ways of monitoring and evaluating the programme as it is implemented so that modifications to it can be made where desirable. It is expected that some documentation of these processes will occur in order to facilitate the evolution of better programmes in the future. As part of this larger evaluation process, individual tutors will be expected to keep track of and document their own activities. Members of the House Committee and/or residents may be asked to contribute to or be given the opportunity of participating in the evaluation of the tutor programme.

During any on-going evaluation or review of the tutor programme consideration should be given to the guidelines set out in the Tertiary Education Commission Triennial Report for 1982-84. Literature, including constitutions, from other Halls of Residence are also useful references.

An adviser who can offer advice and support to tutors with respect to these matters will be nominated.

TUTOR EVALUATION OF THE ENQUIRY

To achieve final closure of this enquiry, whether it was to be reviewed as an exercise complete in its own right or as the first phase of an on-going developmental process, tutor evaluations were sought.

It is important to the kind of formative evaluation described in this study that the process and the role of the researcher/facilitator be scrutinised critically. Doubtless this scrutiny should occur in an on-going way. After all, the intention is that participants should be co-researchers and that the methodology as well as the subject matter and the direction of the enquiry be subject to negotiation at all stages.

In this instance this critical scrutiny was to be achieved by asking tutors retrospectively to evaluate the process. Nine of the eleven tutors responded to the request. Two were overseas at the time. Several reminders were necessary to achieve this response rate and subsequent discussion indicated that many felt very positively about the work and consequently thought their comments would be of little value. Clearly the researcher had not adequately explained the importance or the purpose of an evaluation of the evaluation.

How did tutors retrospectively view the exercise?

Only three specifically described how they felt when the study began in April. In retrospect, the researcher might well have asked tutors at a very early meeting to document how they felt about the exercise upon which they were about to embark.

One tutor recalled "an air of despondency about the place" and a "strong personal urge to leave the Hall". He felt much more positive as the enquiry proceeded. Another stated: "My feelings were ones of great enthusiasm. The Hall, its place and function in the University, needed to be discussed". The third said he "thought it would be of some benefit" but "did not expect the enquiry to be as detailed and helpful as it was".

It was universally agreed that "the tutor evaluation was an extremely worthwhile exercise" as a result of which "many of the issues surrounding the Hall were brought to light and the tutor system itself honestly and effectively discussed".

All tutors were very pleased with the major outcome of the exercise, the guidelines statement.

- *The guidelines are the tangible culmination of the consensus we achieved. The document is an excellent guide to both the philosophy and the practical duties involved in the job.*
- *It is a bona fide effort to document the explicit and, more importantly, the implicit aspects of Hall tutoring.*
- *Tutors have got rid of the uncertainty that prevailed earlier.*
- *It is an important first step in the development of a coherent statement of the philosophy of the Hall.*

While the guidelines statement was seen to be in and of itself a valuable outcome, the process of producing it was at least as important because of personal outcomes which resulted.

- *A major benefit of the exercise was the consciousness raising it engendered.*

- *I was glad to be able to think about and share other views of the complexities of the job.*
- *I have benefited from sharing the thoughts of others.*
- *It has caused me to think about the methods I use as a tutor.*
- *It has given me confidence in my own thoughts and ideas.*
- *It has helped me to crystallise my ideas.*
- *I did not before fully appreciate the large range of ways that one can help within the Hall community.*

It was argued that a greater sense of shared purpose had resulted.

- *It has brought the tutors together on a regular basis.*
- *The tutors agreed to differ on many important aspects of the Hall This helped to arouse a feeling of team-manship.*
- *I discovered that if you talked to people long enough you eventually did find common ground - or at least ground that people were prepared to hold steady and use as a basis of action.*
- *The tutors have expressed their feelings, given their opinions and are now a free, happy, dedicated team.*

It was commented that one of the most important outcomes was that a basis for future development had been established.

- *Most importantly, we now have a document that can be discussed, dissected and modified by future groups.*
- *It provides a framework which may be used to evaluate the system next year.*
- *It can't but help with the quick integration of tutors into the system next year.*

The enquiry was said to have produced other outcomes as a by-product.

- *The Baudin Society was a fantastic achievement which resulted directly from the enquiry. Without the focussing of energy and commitment which the enquiry provided, the Society would have been still-born.*
- *The debating society was a student initiative which was a result of students seeing that things like the Baudin Society could actually work.*
- *The move by tutors to be involved in the House Committee, while tentative and not very successful, was a result of the enquiry.*
- *The Philosophy of Science lectures were a by-product.*

There were also criticisms of the enquiry. Four people believed that not sufficient effort had been made to canvass and incorporate the views of other Hall residents.

- *The evaluation is seriously depleted without consideration of the assessments of the consumers. If the small contribution of House Committee is any indication, resident input would provide a sharp contrast to the tutor formulated view of the job.*

- *It is perhaps in the area of involvement of residents generally that we have had least success. Any future groups should expend a considerable amount of time and energy in this area.*
- *We have had little comment from others who are not tutors and this could be detrimental to the work we have done.*

The remaining criticisms were each offered by a single person.

- *Towards the end I thought we were wasting time about little words in the guidelines and situations that either would rarely occur or their solution depended upon the good judgement of the tutor.*
- *I thought that on occasions the summaries were unbalanced in that they highlighted common ground but did not take the opportunity to explore more closely areas of disagreement.*
- *Too much emphasis was put on the academic role rather than the social role; the latter is more influential and beneficial to residents.*
- *The trend has been away from the actual situation towards a future ideal one. People have avoided looking towards improving themselves here and now in the light of the exercise.*

In the Introduction it was stated that certain recurrent themes in the literature on action research are illustrated in this case study. A number of those themes are indeed exemplified in the evaluative comments of tutors.

The tutors were, in effect, co-researchers. They not only provided the data but actively worked upon and interpreted it, chose where to begin and which direction to take. There was not always unanimity on these matters as the evaluative comments show, but the decisions were made by the group in participative fashion.

Clearly much was learnt from each other through the collaborative process. The nature of tutoring in a Hall context, what it means to learn as distinct from imitating or memorising, and ways of finding pragmatic solutions amid disagreement were some important areas which people felt they had come to understand better. This increased understanding through collaboration resulted in a greater sense of unity of purpose, of being part of a team.

This kind of research specifically aims to increase the understanding of participants as well as that of the researcher. This is said to have an "emancipatory" effect. This greater sense of power in the situation was expressed by these tutors in terms of the future rather than the present.

One of the criticisms is of interest here. It was suggested that tutors had either deliberately or unwittingly turned the focus to the future and in doing so had avoided a close examination and evaluation of their present practices. This may be harsh. A group can focus on only a few things at a time and can run into trouble if it tries to confront too many issues at once. Further, a sound, well thought out statement of philosophical intention is a necessary pre-requisite to an evaluation of practices.

Nevertheless, the point deserves attention. The development of a policy statement is of very limited value (though still of some value) unless it leads to strategies which are implemented, observed and evaluated.

Indeed it is worth recalling that Grundy and Kemmis (1981) have questioned whether a single cycle of planning, acting, observing and reflecting can be properly called action research, arguing that a series of such cycles is necessary.

In any case, the full value of the work described in this study cannot be assessed until it has been translated into a series of tutoring strategies which are evaluated, this evaluation then leading to a re-consideration and, if necessary, a modification of the original policy statement and/or the original tutoring strategies.

Another criticism was that there was insufficient consultation with residents. Possibly so, though such consultation would have extended this planning phase and that may have been counter-productive. But certainly residents would need to be actively involved in the evaluation of the strategies which are implemented as a result of this enquiry.

Two additional issues of consequence for researchers also arise from the tutor evaluations. It is desirable to ask participants at the outset to document their feelings about any proposed formative evaluation; this would provide a valuable comparison with later reports of a similar kind. And finally, care should be taken to explain clearly the nature and purpose of an evaluation of the enquiry by the participants. It may even be desirable to suggest forms of writing which would help participants convey their understandings of the power and usefulness of process and outcomes.

REFERENCE

Grundy, S. and Kemmis, S. *Educational Action Research in Australia: The State of the Art (An Overview)* Paper presented at the Annual Conference of the Australian Association for Research in Education, Adelaide, 12-15 November, 1981.

- - - - -

Chapter 6

CONCLUSION

This case study has sought to document in some detail a formative evaluation of a tutor programme within a university residential hall. The picture which emerges from it has relevance for

- tutors and administrators in other residential halls who are concerned to improve their tutor programmes;
- tertiary teachers who wish to evaluate their teaching practices in order to develop pragmatic and innovative alternatives;
- researcher/facilitators who are working on developmental programmes.

The tutors whose work this study describes identified a range of issues which they judged to be important in the effective functioning of their tutor programme. These included:

- the nature of academic tutoring in such a setting;
- the extent to which tutors should be responsible for purely social activities;
- the nature of any pastoral care role which tutors might have;
- the extent of a tutor's authority and power with respect to residents (or outsiders) whose behaviour is unacceptable;
- the nature of unacceptable behaviour among residents;
- the importance of appropriate systems of communication at all levels within a hall community;
- the relationship between the tutor group and other groups within the hall community;
- the relationship between the tutor group and the Dean;
- the conditions under which tutors are employed;
- the need for an adequate set of guidelines for tutors;
- the need for an on-going system of development, implementation and evaluation such that
  - any existing set of guidelines can be modified in the light of current circumstances;
  - a coherent programme based upon shared understandings can be developed;
  - a programme can be evaluated while it is being implemented and so be appropriately modified in an on-going way;
  - there is appropriate documentation of all of these phases not only to increase the understanding of the nature of their work by those involved but also to provide a basis for future tutors and administrators to build upon.

The case study provides a quite detailed picture of how these tutors view the above matters.

A characteristic of this study was that considerable time was spent upon the "reconnaissance" of the field. The procedure of tape-recording the talking of individuals proved to be a very effective way of carrying out this reconnaisance. Many areas of individual concern were identified. It became possible to discover where there were areas of disagreement and where common ground existed. Internal contradictions both in belief and in policy could be identified. The procedure also appeared to provide one way of dealing with moments of impasse which all collaborative groups are likely to experience.

Importantly, the procedure assisted the tutors to survey the area and select a "field of action". It will be noted that many important issues were raised and not pursued further. This is inevitable. A group cannot move in all directions at once; it must decide what is most important for it to deal with at that moment.

The value of this kind of detailed documentation is illustrated. Not only does it assist participants to reflect upon what is happening, it concretises the progress being made. It is often the case that participants do not realise the value of what they have done until they see it written down. And, of course, the unattended issues remain recorded waiting for people to return to them if they so wish.

The conversations which were tape-recorded were stimulated by a few open-ended questions. Questions can very much shape or limit the answers given. In the reconnaissance phase they should be as open-ended as possible not only to gather as much information as possible, but also to build trust; participants must feel that the researcher will listen to whatever they have to say without passing judgements upon it or censoring it.

It is often more powerful to ask questions in the second person: "What do you think?"; "What would you want to do?" The more general question "What should tutors do?" is likely to result in highly abstract answers.

What were the outcomes of this formative evaluation? The most concrete result was a set of well-defined guidelines which will provide an excellent basis for the on-going development of a coherent, pragmatic and very exciting tutor programme.

Many other things happened during the period of the evaluation which were not direct consequences of it. The Baudin Society was established and a series of successful cultural and intellectual activities flowed from it. A series of debates initiated by residents followed. A seminar complex was set up. Bookshelves were provided and the beginnings of a library appeared. Discussions with the House Committee appeared to stimulate that group. Various new social activities were being organised. The atmosphere within the Hall was said to be much happier and more positive. Noise, which had been a matter of great concern in April, ceased to be an issue of consequence in the latter stages of the enquiry.

It is not being claimed that all this was due solely to the evaluation. There were doubtless many factors not least of which being the role the Dean played throughout this time. However, the Dean and the tutors agreed that the evaluation had been a factor. This highlights a point made earlier. Action research theory implies that planning precedes action which is then observed and evaluated. But the act of planning (which involves observing, reflecting, and evaluating) changes

what is being observed. Almost inevitably there are action spin-offs of an informal kind.

Another less tangible outcome was the effects upon the tutors themselves. The methodology allowed freedom of individual expression, and an opportunity for the group as a whole to grapple with the issues raised. The documentation allowed tutors to "own" what was produced, the problems and the solutions. There was an increase in enthusiasm for and commitment to the tutor programme. Tutors learnt much from each other. They felt more powerful, more able to come to grips in constructive ways with the issues. There was a strong wish expressed in the last meeting that this kind of process continue in order that further progress could be made.

The study does sound at least one note of warning for researcher/facilitators. They must necessarily play a role in patterning the material coming forward, but there is a danger here. Two tutors have argued that some of the summaries of discussions over-emphasised the extent of agreement and did not sufficiently highlight differences of opinion. I have already argued that the researcher/facilitator may see common ground which the protagonists cannot see. It must be admitted, however, that such a person is more likely to have a personal involvement in achieving consensus and may try too hard to achieve it thus either distorting the picture and/or forcing the participants to take time out to deal with this bias.

In this case study, the initial draft guidelines were written by the researcher, hopefully based closely upon what tutors had said. This seemed to speed the forward movement and not create difficulties. But it is arguable that a means should have been found to get the tutors to write their own first draft(s).

One thing which all involved in this project agreed upon was that a great deal of very worthwile work had been done. There have been immediate and concrete benefits. However, we will need to wait another twelve months to assess more truly the real benefits of this exercise.

APPENDIX 1 - DOCUMENT TABLED AT FIRST MEETING OF THE DEAN AND THE HALL TUTORS

DEVELOPMENT OF A SHARED FRAMEWORK

I wish to suggest that we should work together to develop a statement of how we see the role of the tutor within the Hall. Such a statement would reveal our beliefs about tutoring in a Hall setting, the objectives we set ourselves and the strategies which we choose to adopt to achieve those objectives. It would also consider how we might evaluate the effectiveness of what we do.

I do not mean to imply that we must all have identical beliefs, objectives or strategies. But I do think that we need to have a shared framework from which we operate and to which we all contribute.

1. I think that we can gradually develop such a shared framework by trying to answer a series of questions. To begin with we should ask:

   What do I/We want

   - for our students?
   - for the Hall?
   - for ourselves?

   Why do I/We want these things?

A comprehensive answer to these questions will give us a statement of our philosophical intentions, our policy ideals, and the extent to which these intentions or ideals are shared. Such a statement is not intended to be final and definitive, but rather a starting point for a settlement which will accommodate differing opinions and allow the development of a flexible, pragmatic policy.

My experience suggests that the most effective way to begin is for people to work in twos or threes as they deal with the above questions. Each person then can contribute by talking the answers while the partner acts as a scribe and helps to elucidate and clarify what is being said.

2. The results of this talking and recording is then brought to the large group meeting and shared. The group will then need to ask:

   Are there common elements which re-occur?
   Are there especially significant issues?

3. There are other questions which will then need to be explored. The above process will lead to a description of our various intentions. In these areas of intention:

   What have we done in the past

   - for our students?
   - for the Hall?
   - for ourselves?

As a group we could produce a generalised picture from the above individual information.

4. A valuable extension of the above individual reflecting (and recording) is to think about your own skills as a tutor, to choose a partner and to tell each other in turn, "I am good at ...." Each of us could then write up our "boasting" and add a section:

"I need to know more about ....."

The above explorations would give us a picture of our current intentions, our current practices, our skills and areas where we might like to learn more.

5. Given the above picture, we can now ask:

Do our intentions match our past practices?
What do we want to retain in our past practices?
Why do we want to retain these aspects?
Where are our existing practices not congruent with our intentions?
What do we want to change and why?
How can we make these changes?
What do we need to make these changes?

From the above there emerges a PRAGMATIC POLICY which takes account of individual differences, of philosophical intention and of practical reality.

6. Having established our pragmatic policy and our reasons for it, we can look to the future and ask:

How can I know if I am doing what I intended to do?
How can I know if my reasons for doing what I do are valid?

Individually we could

- keep work journals/records
- write individual impressions
- ask our clients.

APPENDIX 2 - LETTER SENT WITH FIRST INTERIM REPORT TO THOSE TUTORS WHO HAD CONTRIBUTED TO IT

Dear

Enclosed please find a transcript of the conversation which I had with you some time ago concerning the tutor system in the Hall. As we agreed at the outset, I have treated this conversation and the transcript of it as being confidential. The tape has been erased, but I would like, with your permission, to keep one copy of the transcript so that it can be referred to again later in the year if necessary.

I have also enclosed an initial report based upon all the conversations I have so far had with tutors. I must say that these conversations were extremely illuminating and contained many perceptive and constructive comments. I think this initial report is an impressive document.

I would like to meet with you and the other tutors who contributed to the document at 7.15 p.m. on Tuesday, 8th June in the Meeting Room of the Hall. There are at least four questions which we should consider.

* Are there any aspects of the initial report which we want to challenge or comment upon further?

* Which issues raised in the document do we consider should be given priority at this time?

* What action do we want to take with respect to these issues?

* What, if anything, do we want to do with our initial report?

You may well have other questions which you would like dealt with.

Yours sincerely,

V.J. Beasley
Transition Counsellor

Encs. 2

APPENDIX 3 - LETTER SENT TO THE DEAN, ALL TUTORS AND MEMBERS OF THE HOUSE COMMITTEE

Dear

I have been involved in an enquiry into the tutor system in the Hall. Our discussions so far have resulted in an interim report which is attached.

At our last meeting the tutors involved decided that they wanted to involve a wider range of people in their efforts to evaluate the present system, to decide upon changes which might be made this year and to lay the ground work for a well-developed tutor system for 1983. They wanted this to happen as soon as possible.

You are invited to attend a meeting at 7.30 p.m. in the Meeting Room of the Hall on Friday, 18th June to discuss these matters.

May I add that I have found it very exciting to talk with the tutors. I think that the attached document is an excellent starting point and already many new suggestions are coming forward. I hope that you can come on the 18th both to support the work which these tutors have begun and to add to the range of ideas being considered.

Yours sincerely,

V.J. Beasley
Transition Counsellor

Enc.

APPENDIX 4 - LETTER SENT TO TUTORS WHO CONTRIBUTED TO THE FIRST INTERIM REPORT

Dear

I am sending the attached invitation to all tutors, to the Dean and to members of the House Committee.

After our meeting last Tuesday, a summary of which I'll get to you as soon as I can, I realised that it is most appropriate if the meeting on the 18th is chaired by one of you. I will come as an observer and ask whether I can record the proceedings.

I propose that we meet for ten minutes at 8.30 a.m. (after breakfast) on Tuesday, 15th June in the Meeting Room to choose someone to chair the meeting on the 18th. This should cause minimal inconvenience.

Yours sincerely,

V.J. Beasley
Transition Counsellor

Enc.

APPENDIX 5 - SUMMARY OF DISCUSSION OF EXTENDED GROUP (JUNE 18) PROVIDED BY THE TUTOR ELECTED TO CHAIR THE MEETING

AN ENQUIRY INTO THE TUTOR SYSTEM IN UNIVERSITY HALL

At a meeting on Friday 18th June, 1982, there was discussion of the academic role of tutors. This was an extension of previous discussions in that four members of House Committee attended and were encouraged to share their views.

Unlike previous reports, this report will attempt to give one person's assessment of the evaluation so far. Although I was not authorised to do this by the meeting, I have taken this opportunity in the hope that it may provide another perspective. At another level, it seems to me that any report of a meeting of this kind is inevitably open to the interpretation of the reporter.

One difficulty encountered in writing the report was that it was not always apparent whether consensus had been reached or whether an issue had simply been momentarily 'talked out'.

Academic Knowledge

One view was expressed that tutors should be expected to be familiar with all aspects of the courses in which they may be required to provide academic assistance; although the majority seemed to think it more reasonable to assume that tutors should have a general familiarity with the topic areas to be covered. However it was pointed out that the situation is more complicated than this, if it is accepted that the development of knowledge is not incremental; there are major theoretical shifts. It was not clear (to me) from the meeting whether it was expected that tutors should keep up to date, in this sense. Should a recommendation in this regard be included in the guidelines to tutors?

One suggestion which may be relevant here was that the academics could be encouraged to come to the Hall at the beginning of the year, or even regularly throughout the year, to talk to Hall residents and Hall tutors (together) about their courses.

Skills Meetings

Consensus seemed to be reached over the issue of the importance and effectiveness of early meetings to discuss study skills, effective note-taking in lectures, essay writing, and the use of the library.

Attendance at regular meetings; Contact between tutors and residents

Although there was one notable exception, it was agreed that attendance at regular meetings fell quickly in the early part of first term. The meeting considered why this was the case. One possibility was that, as students found their feet they became less reliant on the tutors for support. A corollary of this could have been that students were using their peers to help them solve academic problems, and that they may only approach Hall tutors 'as a last resort'. This may be to some extent supported by the experience of tutors that many of the students come to see them the day before work is due. Whether or not the use of peers

is desirable would seem to turn on the question of the quality of that assistance. Do the tutors have anything more (or less) to offer in this regard than other residents? Presumably one form of justification for tutors at a residential college is that the residents, as a group, reach a higher standard of academic development because of the tutors.

It may be illuminating to consider in greater depth the 'exception' mentioned above, to try and determine why it has been so successful.

A wider issue of 'attendance' was also raised. It seemed to be agreed by tutors that if they gave direct answers to the specific questions of students (virtually doing the work for them) this may be more likely to encourage students to return for help in the future. One tutor stated that this could have the advantage of giving the student initial confidence, but the danger was raised by another that this approach may not be justified by educational criteria. Again, it was not clear that the meeting had reached a shared understanding about this issue. There was some discussion about whether the students used the University tutors as a last resort. One member of the meeting thought that they did, another member thought the opposite. While this seems to highlight the fact that not all students will react in the same way, it is clear that this is an empirical question which can not be answered by small group discussion. The discussion was nevertheless productive in that it unearthed an issue which could shed considerable light on the pattern of tutor/student contact at the Hall.

Differences between subjects

It was thought that there were differences between subjects which meant that science students were more likely to be given direct answers to questions than social science and humanities students. One suggestion was made that students should not be given answers to, for example, a problem requiring the manipulation of a set of equations, but should rather be encouraged to think through the problem with the tutor acting as a prompt. Should this be included in the guidelines to tutors?

The wider academic role

This was briefly discussed. Opinion seemed to be divided over whether residents would be willing to come to academic meetings of more general interest. Attendances at the first two meetings of the Baudin Society suggest that a significant proportion of residents would attend such meetings.

The evaluation so far - a personal view

Many of the discussions which have been held so far seem to have involved a mixture of what is the case and what ought to be the case. And there have been disagreements about both fact and value. If it is agreed that this may be complicating our attempts at evaluation, we may wish to consider the need to provide empirical evidence to help clarify issues about which there seem to be disagreements of fact. This may involve, at one level, nothing more than counting hands at a resident meeting. Secondly, if it is to be argued that the tutor system is responding to the needs of residents, then it is mandatory that we, as tutors, grapple with the concept of need.

The most obvious criterion of need is that a state of affairs conceived of is absent. Do we know as tutors whether the residents are without a high standard of academic support? Indeed parts of the above summary suggest that residents may be adequately catered for by other avenues of academic assistance.

Moreover the absence of a state of affairs does not create a need unless this absence ought not to exist. On this reckoning, a tutor who refuses to respond to the 'wants' of a student to simply provide answers may be able to justify that decision on the grounds that he would not be fulfilling a need. In short, need is a normative concept and, as such, needs are not to be determined just by considering the current state of practice.

One approach which may allow the acquisition of evidence, and the development of a means towards the articulation of a philosophy for the tutor system, is to consider the value of full and careful description. This need not involve an inordinate amount of time. Such descriptions may take the form of an outline of a teaching encounter with an (anonymous) student, so that the deeper issue of needs and goals may be more fully discussed. As an example of what I mean I have included an abridged version of a public lecture delivered late last year. It suggests that the sciences are little different from the social sciences and humanities when substantive educational issues are considered. (See attachment). Another possibility would be to begin with some existing document or set of statements. This approach may fairly quickly raise questions about priorities, values and purposes.

Next Meeting

The next meeting will be held in the seminar complex on Tuesday 22nd June, at 7.30 p.m. The House Committee has been asked to provide some input in relation to the social and pastoral roles of tutors.

* * * *

ATTACHMENT *(Taken from Mathematics Quo Vadis? by Dr. T. van Dulken, Senior Tutor in Mathematics, The Flinders University of South Australia.)*

I asked a question in which students had to know the meaning of 'density'. One student came into my room and complained I had never given him the formula for density. I tried to persuade him that with a little bit of thought he could know what it meant in which case he would not be bothered with a 'formula'. He countered with wanting to know what was the use of density anyway. I asked him which was heavier, a pound of lead or a pound of feathers.

He actually gave the answer as a pound of lead, but then corrected himself. You could almost see his mind working, "I think the answer is a pound of lead, but there is obviously a trick to this otherwise he wouldn't have asked me." With a smile of triumph he came up with, "A pound of feathers".

I gave him the formula . It did him no good. He should have asked for the formula for volume. For him gold turned out to be less dense than air.

To observe this phenomenon in its pure form you need the arrogant student. Other students are not as forceful in their approach but you can still observe the same lack of confidence in their own judgement.

The most commonly asked question is:

"How do you want me to do this question?"

Practically every student who comes to see me with a problem asks this question, and that means practically every student except for the most able; and many of these work out for themselves the answer to this question.

I used to believe that this meant, "I can't do this question. Will you please help me?", but it isn't; it usually means exactly what it says. "How do you want me to do this question?"

For many students mathematics is a religion in which the ordinary process of rational thought has no place. To answer a question means to perform some ritual which will appease the teacher or the examiner. If He is appeased He will tick otherwise He will cross.

Neither the question nor the 'mathematics' have intrinsic meaning.

What they are learning are rituals in the vague hope that one day they will be able to appease mathematics without the intermediaries of the teachers, or, more realistically, until they have that piece of paper and they can forget all about mathematics.

APPENDIX 6 - SUMMARY OF DISCUSSION OF EXTENDED GROUP (JULY 1) PROVIDED BY THE TUTOR ELECTED TO CHAIR THE MEETING

AN ENQUIRY INTO THE TUTOR SYSTEM IN UNIVERSITY HALL

A meeting was held on Thursday, 1st July, 1982, at 7.30 p.m. to discuss the role of tutors in the social development within the Hall community.

Orientation to the Hall

An opinion was that the transition period into the Hall was about three to four weeks and this transition period existed not only for students in their first year at Flinders University but others as well. It was pointed out that these few weeks and the "Orientation Week" were most important times for tutors to initiate social contact with residents.

Demographic Structure of the Hall

The question of the proportion of the Hall population which should be students in their first, second and third year of study was raised. A ratio that was suggested was 50% first years and the remainder made up of later year students and academics. One view was that the initial settling in period was longer and the degree of maturity of the community was different this year with respect to that of 1981 because of the high proportion of first years resident in 1982. It was felt that if first years made up more than 60% of the population the smooth running of the Hall would be in question. There seems to be a need for older, and more broadly experienced residents to produce a community of desirable character. Returning residents often made a large contribution to the administration of the Hall (one avenue being House committee) the orientation and social development of the Hall.

"O-Week" Committee

Another issue raised was the benefits of a committee of returning residents and tutors could have to initial orientation by organising "O-Week", - overcoming the problem of disjointed organisation due to the long Christmas holiday. For the committee to have any hope of success it was concluded that committee members should be residing at the Hall at least two weeks prior to "O-Week".

Tutor Guidelines

Vic Beasley offered to discuss with tutors on an individual basis two questions:

1. "What set of guidelines would you like if you were a tutor in 1983?"
2. "What sort of place should the Hall be?"

The intention of these discussions would be to anticipate requirements of tutors coming into the Hall next year and to produce an outline of a 1983 handbook for tutors.